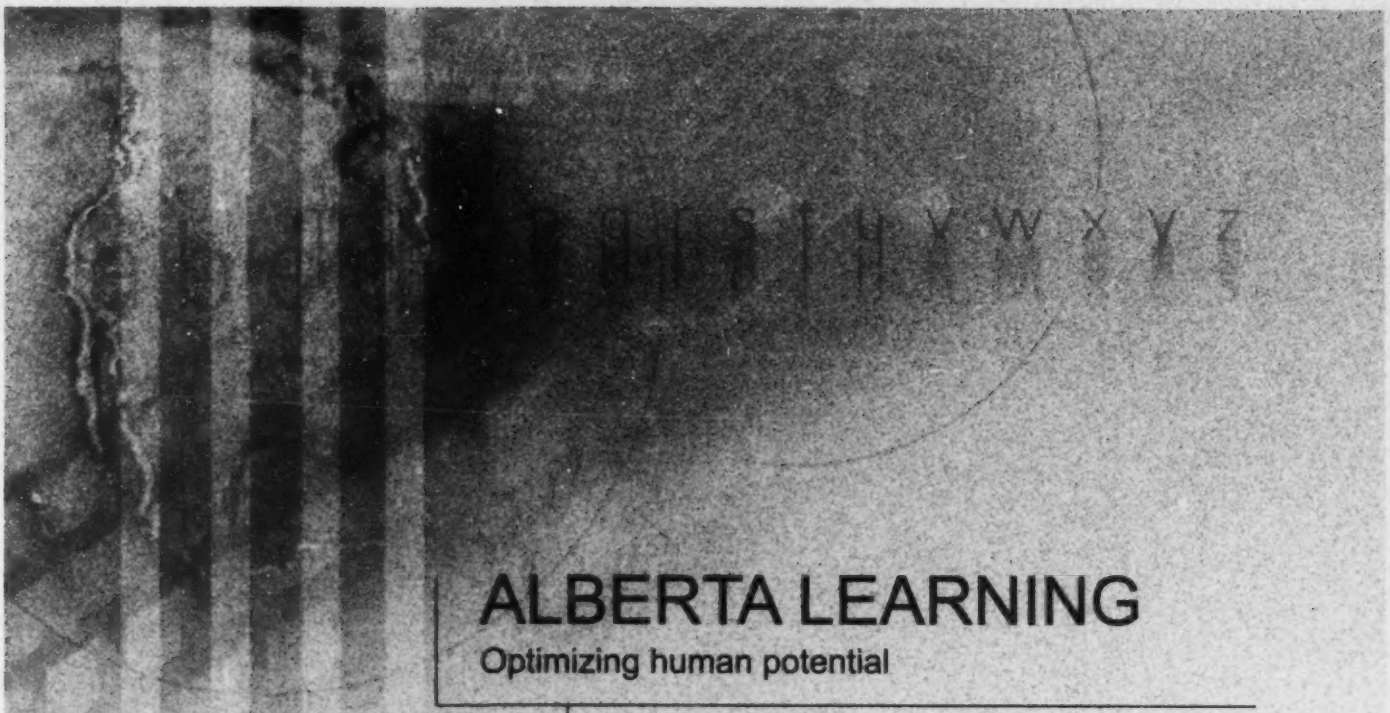


ALBERTA LEARNING

Optimizing human potential

Results Report 2001/2002

Government of Alberta

2001 IPAC
Gold Award
for Innovative
Management

Alberta
LEARNING

For more information contact:

Sharon Campbell, Executive Director
Performance Measurement and Reporting Branch
Alberta Learning
Commerce Place, 9th floor
10155 - 102 Avenue
Edmonton, Alberta T5J 4L5

Telephone: (780) 427-8217
Fax: (780) 422-5255
Email: measurement.learning@gov.ab.ca

To be connected toll-free call 310-0000

The *Results Report on Alberta's Learning System, 2001/2002* is an excerpt from Alberta Learning's *Annual Report, 2001/2002*. It replicates the Results Analysis section exactly as it appears in the Annual Report, and is produced for wider dissemination of performance information to the learning system and the public. In addition to the information in this *Results Report*, the *Annual Report* contains an Operational Overview of the Ministry, Ministry Financial Information, Summaries of the financial statements of public school authorities and post-secondary institutions, and Disclosure of Salaries and Benefits for Superintendent Positions.

Extracts from this report are available on the Internet at www.learning.gov.ab.ca.

Deaf or hearing impaired with TDD/TDY units call 427-9999 in Edmonton.
Other locations call 1-800-232-7215.

Copyright © 2002, the Crown in Right of the Province of Alberta, as represented by the Minister of Learning.

Permission is hereby given by the copyright owner for any person to reproduce this document for educational purposes and on a non-profit basis.

ISSN: 1496-0885

103-05040/

Table of Contents

Alberta Learning Results Report 2001/02

1. To the Reader ..... Page 2
2. Message from the Minister ..... Page 3
3. Introduction ..... Page 4
4. Highlights
   - Performance at a Glance ..... Page 5
   - Key Accomplishments, 2001/2002 ..... Page 6
   - Financial Highlights ..... Page 8
5. Results Analysis
   - Deputy Minister's Message ..... Page 9
   - Auditor General's Report ..... Page 10
   - Ministry Performance by Goal ..... Page 11
   - Financial Results and Performance ..... Page 32
   - Looking Ahead ..... Page 38
6. Appendices
   1) Summary of Accomplishments ..... Page 40
   2) Endnotes for Performance Measures ..... Page 57

1. To the Reader

The *Results Report 2001/2002* is an excerpt from Alberta Learning's *Annual Report, 2001/2002*. It replicates the Results Analysis section exactly as it appears in the Annual Report, and is produced for wider dissemination of performance information to the learning system and the public.

In addition to the information in this *Results Report,* the *Annual Report* contains an Operational Overview of the Ministry, Ministry Financial Information, Summaries of the financial statements of public school authorities and post-secondary institutions, and Disclosure of Salaries and Benefits for Superintendent Positions. The Annual Report is available online at http://www.learning.gov.ab.ca/annualreport/default.asp.

The performance information contained in this Results Report will be used in the preparation of Alberta Learning's next three-year plan. All those involved in the learning system are encouraged to use this information to plan improvements for learners in their organization.

2. Minister's Message

Albertans have long been recognized for their pioneering spirit. Dedication to realizing a greater vision for ourselves and our communities continues to be demonstrated across Alberta's learning system. Building upon a strong foundation, Alberta Learning focuses on improving what is already a world-class system.

This past year we accomplished a lot, but it was also a year with challenges. Our basic learning community experienced the strain of differing positions that impacted relationships, the school year and some Ministry activities. Nevertheless the excellent work within the Ministry and the system had a positive effect on our results.

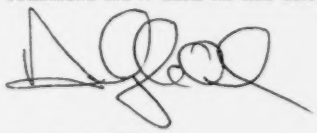
In 2001/2002, the Ministry provided leadership in a number of key areas, including expansion of apprenticeship opportunities, implementing a student loan relief program, supporting community adult learning programs, promoting innovative approaches to learning and much more.

The Ministry also further defined the direction of our learning system with a variety of new policy initiatives. The *Campus Alberta Policy Framework*, and recommendations from the *MLA Forum on Lifelong Learning* are helping to foster a culture of lifelong learning and shape the seamless, learner-centered system envisioned by all Albertans. Alberta's *International Education Strategy* and the *First Nations, Métis and Inuit Policy Framework* further enhance learning opportunities. Plus, post-secondary institutions are focused on ensuring they have the necessary professionals needed in the classroom, and the *Faculty Attraction and Retention Working Group* consultative report is contributing to this objective. These are just a sample of recent strategic initiatives that harness the power of collaboration with our education stakeholders.

Alberta's pioneer spirit shines through in the use of learning technology. SuperNet has begun to traverse the map to bring Internet access to all corners of the province. This comprehensive access will boost other leading-edge initiatives such as LearnAlberta.ca. The array of curriculum-based multi-media resources available online will be enriched by top-notch science materials from National Geographic. Technology holds many possibilities for education, and Alberta Learning is working to make the most of what it offers.

Whether it's work done within the Ministry or the classroom, there is much to celebrate. In the *Programme for International Student Assessment (PISA 2000),* Alberta's students scored highest in reading, and ranked among the top three jurisdictions in science and math. Plus, Alberta's students achieved their best overall results on the Canadian *2001 School Achievement Indicators Program (SAIP) Mathematics Assessment*, and moved to number one in problem solving. A quality assessment program, excellent teaching and a standardized, high quality curriculum play a key role in ensuring that Alberta students attain the skills and knowledge they need.

The success of Alberta's students and the learning system is also a testament to the collaborative environment that enables stakeholders to make valuable contributions while working toward common goals. Together we can turn challenges into opportunities and share in the satisfaction of success. The memorandum of agreement I signed with the Alberta School Boards Association and the Alberta Teachers' Association is a prime example of how we can work together for the benefit of students. As a Ministry we will continue to honour Alberta's pioneer spirit, responding to and anticipating the needs of our learners now and in the future.



Dr. Lyle Oberg
Minister of Learning

3. Introduction

In 2001/02, Alberta Learning continued to build on its strong foundation and to focus on providing the best possible lifelong learning system for Albertans in implementing the ministry's business plan for 2001-2004.

In pursuing this focus, the Ministry is guided by our **Vision:**

Optimizing Human Potential,

our **Mission:**

Alberta Learning's leadership and work with stakeholders build a globally recognized lifelong learning community that enables Albertans to be responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society,

and our **Values:**

- Respect
- Integrity
- Trust
- Openness
- Caring

Through its core businesses of basic learning, apprenticeship and industry training, and adult learning, the Ministry continued working toward establishing a lifelong learning system that is based on the following **principles**:

learner centered: focusing the business of the lifelong learning system on the learner,
accessible: providing Albertans with access to quality learning opportunities,
collaborative: working with partners and stakeholders to develop seamless lifelong learning,
accountable: ensuring system and fiscal accountability,
responsive: creating a flexible learning system that meets and anticipates learner needs,
innovative: implementing the latest global learning and technology solutions, and
equitable: providing equitable access to lifelong learning opportunities.

The Ministry continued to play a key role in promoting cross-ministry initiatives and administrative priorities. These are established by the provincial government to address priorities that transcend the mandate of individual ministries. Alberta Learning collaborated on the following cross-ministry priority initiatives:

- Aboriginal Policy Initiative
- Economic Development Strategy
- Seniors Policy Initiative
- Alberta Children and Youth Initiative

and on the following administrative priorities:

- Alberta Corporate Service Centre (ACSC)
- Corporate Human Resource Development Strategy
- Corporate Information Management/ Information Technology Strategy
- Alberta One-Window Initiative

In 2001/02, Alberta Learning maintained its emphasis on the achievement of results. The Ministry's performance and accomplishments are profiled on the pages that follow, organized by the five goals of the business plan:

- High Quality Learning Opportunities
- Excellence in Learner Achievement
- Well Prepared Learners for Lifelong Learning, World of Work and Citizenship
- Effective Working Relationships with Partners
- Highly Responsive and Responsible Ministry

Ministry performance for 2001/02 is highlighted on pages 5 and 8. Performance results are presented in more detail in the Results Analysis section starting on page 9. The Ministry's accomplishments for the year are highlighted on pages 6-7 and summarized in Appendix 1, starting on page 40.

4. Highlights

Performance at a Glance

The table below highlights results and assesses performance in 2001/02 on Ministry core measures since the base year (1997/98 or earliest subsequent year data are available; see legend below). Targets are considered met if the result is within 95% of the target, except for provincial achievement tests (see Endnote B, page 61). Factors influencing results are discussed in the Deputy Minister's message on page 9.

Outcomes	Core Measures	Results for 2001/02
Goal One: High Quality Learning Opportunities		
Programs meet learner needs	Satisfaction with quality of education or training	↓ A majority of the public (63%) is satisfied with the overall quality of basic education. = A very large majority of recent apprenticeship graduates continues to be satisfied with their on-the-job training (92%) and their technical training (95%).*+ √ A large majority (81%) of graduating post-secondary students remains satisfied with the overall quality of their post-secondary education.
Programs are accessible	Satisfaction with access Adult participation	↓ A majority of the public (63%) is satisfied that adults have access to education and training.*+ √ 36% of adult Albertans reported participating in learning in the past 12 months.
Programs are affordable	Perception of affordability Financial assistance	↓ A majority of the public (63%) agrees that the learning system is within the means of most Albertans. *+ √ The average financial assistance award to post-secondary students increased to $7,577.
Goal Two: Excellence in Learner Achievement		
Learners demonstrate high standards	Student achievement	√ Overall results at the acceptable standard for students who wrote provincial achievement tests increased to 85.2%. ↑ Overall results at the standard of excellence for students who wrote increased to 19.7%. ↑ Overall results for all students in grade increased to 76.8% at the acceptable standard and to 17.8% at the standard of excellence. = Students met or exceeded the acceptable standard on three diploma exams and met or exceeded the standard of excellence on six exams.
Learners complete programs	High school completion Educational attainment	↑ The high school completion rate within 5 years of entering grade 10 rose to 73%.* √ High school completion of Alberta 25-34 year-olds remains high at 90%. √ Post-secondary completion of Alberta 25-34 year-olds increased to 59%.
Goal Three: Well Prepared Learners for Lifelong Learning, World of Work, and Citizenship		
Preparation for lifelong learning	Readiness to learn	↑ The percentage of grade 1 students who participated in an Early Childhood Services program the previous year increased in 1998/99 and remains very high at 95%.*
	Perception of preparation for lifelong learning	√ About three out of four Albertans (76%) continue to agree that adult learners are well prepared for lifelong learning.
Preparation for work	Employment rates of post-secondary graduates	√ The employment rate of post-secondary graduates has remained very high at 93%.
Preparation for citizenship	Satisfaction with preparation for citizenship	√ Public satisfaction that high school students are well prepared for citizenship (59%) has increased substantially each year since 1999/2000. √ Public satisfaction that adult learners are well prepared for citizenship (68%) has increased since 1999/2000.
Goal Four: Effective Working Relationships with Partners		
Partnerships meet the learning needs of Albertans	Partner and stakeholder satisfaction	√ A large percentage (86%) of cross-ministry partners and learning system stakeholders agrees that Alberta Learning staff are collaborative, an increase over previous years. √ A very high percentage (90%) of these partners and stakeholders agree that Alberta Learning staff are responsive; results have increased each year. ↑ Two-thirds of partners and stakeholders (66%) agree that Alberta Learning staff are flexible.
Goal Five: Highly Responsive and Responsible Ministry		
Leadership and continuous improvement	Employee perceptions	↓ A substantial majority of Alberta Learning staff (77%) agrees they understand how their work contributes to the Ministry business plan. ↓ A substantial majority of Alberta Learning staff (75%) agrees that they understand how the work of the Ministry contributes to government goals.
Value for dollars	Administrative efficiency	√ At 1.8%, spending on ministry functions remains a very small proportion of total ministry spending on the learning system.

* No target was set for 2001/02. + Core measure added after publication of the ministry business plan 2001-04.

√ Target met Trend since base year for measures without targets, or not meeting target: ↑ Improved results = No change ↓ Performance decline

Key Accomplishments, 2001/02

Goal One: High Quality Learning Opportunities

High quality learning opportunities are accessible to all learners, offer flexibility to meet diverse needs, while employing results oriented, affordable funding.

Ministry Initiatives:

- Implemented 37 Special Education Review Report recommendations and continue to work on 24 others, including an accountability framework and revision of the *Guide to Education for Students with Special Needs*.
- Assumed responsibility from the banks on August 1, 2001 for the direct issuance of over $82 million in Alberta Student Loans.
- Improved the Student Loan Relief Program by eliminating the need for students to submit an application for loan relief, and enabling benefits to be calculated and awarded automatically.
- Created more than 1,300 new post-secondary entry spaces in the high demand fields of health, business, teacher education, and information and communication technology with an increase of $11 million in funding.
- Launched the LearnAlberta.ca website, providing teachers, students and parents with access to a variety of online learning resources including science resources from National Geographic.
- Completed the Native Education Policy Review, established priorities for action and released the *First Nations, Metis and Inuit Policy Framework*.
- In collaboration with industry and Aboriginal groups, piloted the Alberta Aboriginal Apprenticeship Project in northern Alberta to assist Aboriginal peoples to enter and complete apprenticeship programs.
- Enhanced curriculum in a number of key areas including junior high science, international languages (Ukrainian, Spanish, and Italian), Career and Technology Studies (CTS), Aboriginal Studies, high school Applied Mathematics courses, K-9 Health and the Career and Life Management (CALM) Program of Studies.
- Developed draft discussion paper for the Learning and Technology Policy Framework following preliminary stakeholder consultation.

Goal Two: Excellence in Learner Achievement

Evaluate, encourage, and support learner achievement through a full-range of educational options, as well as recognize and reward excellence.

Ministry Initiatives:

- Supported more than 700 Alberta Initiative for School Improvement (AISI) projects and funded the first AISI conference to promote sharing of best practices used in AISI projects that enhance student achievement.
- Alberta students scored highest in reading, and ranked among the top three jurisdictions in science and mathematics, in the Organization for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA 2000) of 15 year olds.
- Alberta's students achieved their best ever results on the 2001 School Achievement Indicators Program (SAIP) Mathematics Assessment and moved to number one in Canada on problem solving.
- Developed and implemented a new method for calculating high school completion rates annually for school jurisdictions and released the *Removing Barriers to High School Completion* report.
- Introduced a new graduate student scholarship program to assist 1,000 students with awards totaling $2 million.
- Added 2 Grant MacEwan United World College Scholarships, bringing the total to 8 scholarships for grade 11 students to attend United World Colleges around the globe.
- Awarded fifty $1000 Registered Apprenticeship Program (RAP) Scholarships in the program's first year.
- Contributed $2 million in matching funds to industry's $1.3 million to create a new $3.3 million scholarship program that annually will provide 165 apprentices with $1,000 each.
- Increased the number of Heritage Scholarships and awarded over $19 million to about 9,300 Albertans.
- Increased athletic scholarships by $1.4 million through the Jimmie Condon Athletic Award Scholarship program, and expanded the Jason Lang Scholarship program to 1,500 third year students, issuing about $5 million to students in their second or third year of study.
- A large majority (83%) of Alberta's graduating apprentices received the Interprovincial Standards (Red Seal) Program designation that allows them to work across Canada in their trade.

Goal Three: Well Prepared Learners for Lifelong Learning, World of Work and Citizenship

Foster lifelong learning by providing for a strong educational foundation; preparing learners for the work world; encouraging continued learning, and promoting citizenship.

Ministry Initiatives:

- Provided $2 million to implement the Parent-Child Literacy Strategy and to enhance and increase access to community-based literacy, English as a Second Language, immigrant services, and non-credit adult learning programs across Alberta.
- Responded to the shortage of qualified nurses with $6.6 million in funding to introduce the Registered Nurse Accelerated Track Education Program.
- Adopted the International Education Strategy to guide efforts to internationalize the province's education system.
- Increased student participation in the Registered Apprenticeship Program (RAP) by 29% with over 180 high schools participating in RAP.
- Completed the Campus Alberta report, providing goals and principles for creating a learner-centered system.
- Released the MLA Committee on Lifelong Learning "What We Heard" report and provided recommendations.
- Revised the Achievement in Business Competencies (Blue Seal) Program in collaboration with the Alberta Apprenticeship and Industry Training Board and post-secondary institutions. This program enables individuals with trade or occupation certificates to apply their skills and knowledge towards a business credential.
- Launched high school and post-secondary student exchanges with Jalisco, Mexico.

Goal Four: Effective Working Relationships with Partners

Effective partnerships generate joint initiatives to enhance learning, and contribute to achieving the province's social and economic goals by involving stakeholders in planning, development and evaluation processes.

Ministry Initiatives:

- Supported government-wide goals through participation in the Aboriginal Policy and Alberta Children and Youth Initiatives, and the Alberta Youth Employment and Economic Development Strategies.
- Implemented a faculty retention grant program to aid post-secondary institutions in attracting and retaining top quality faculty, researchers and graduate students.
- Implemented the Ever Active Schools project in partnership with Children's Services, Community Development, and Health and Wellness, to promote the benefits of a healthy, active lifestyle.
- Adopted the Provincial Nominee Program in agreement with Citizenship and Immigration Canada to aid Alberta employers in attracting highly skilled workers to meet the needs of Alberta's economy.
- Established inter-provincial online learning priorities as a result of an inter-provincial Ministers' conference and was selected as the province to lead initiatives.
- Co-sponsored the 5th annual Online Learning Symposium in partnership with the Alberta Online Consortium, which was attended by more than 650 educators and leaders.
- Developed initiatives, measures and targets for the Alberta Government's new Labour Force Strategy.

Goal Five: Highly Responsive and Responsible Ministry

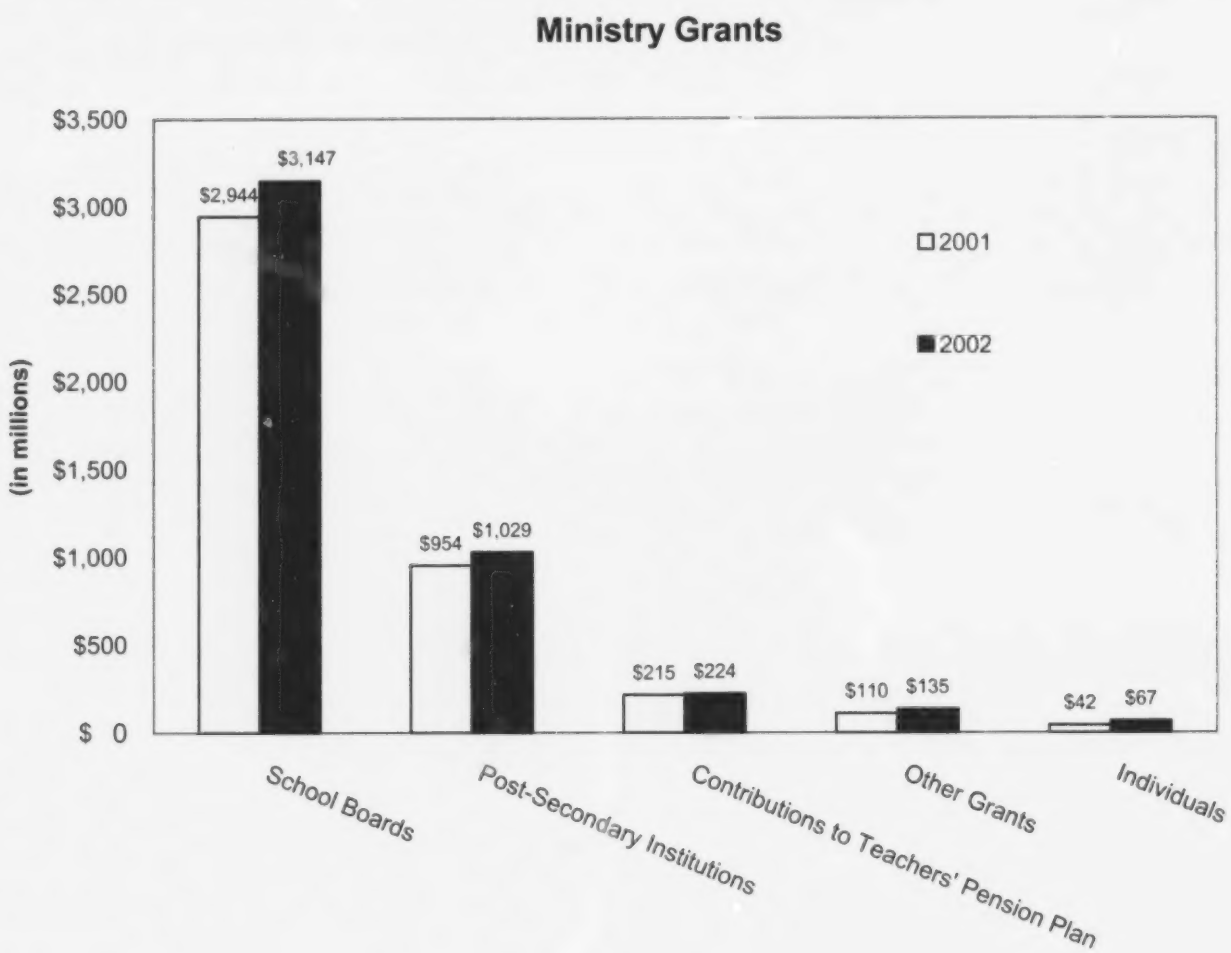
A responsive and responsible learning system demonstrates leadership, value for dollars, and continuous improvement in administrative and business processes and practices.

Ministry Initiatives:

- Increased kindergarten to grade 12 grant funding by 6.9% from $2.9 billion in 2000/01 to $3.1 billion in 2001/02.
- Increased grant funding to post-secondary institutions by 7.9% to approximately $1 billion.
- Reviewed current North American education funding frameworks as part of the Funding Framework Review.
- Endorsed 37 outcomes from the Review Committee on Outcomes for the Kindergarten to Grade 12 learning system and developed a draft set of indicators and measures for the outcomes.
- Improved business planning guidelines and developed annual report guidelines for post-secondary institutions to improve accountability through consultation with stakeholders.
- Began development of the Apprenticeship, Trade and Occupation Management System (ATOMS) project, revising the Apprenticeship and Industry Training electronic databases to enhance client service, effectiveness and efficiency.
- Developed a Web Communications Management Plan to ensure high-quality on-line communications to Albertans and across the Ministry.

A more comprehensive list of accomplishments can be found in the Summary of Accomplishments in Appendix 1, pages 40-56.

Financial Highlights



Grants account for 95% of the Ministry's expenses, and are categorized as follows:

- Grants to School Boards include instruction grants, as well as support for early childhood services, the Student Health Initiative, and the Alberta Initiative for School Improvement.
- Post-Secondary Institution support includes operating grants, grants to improve the accessibility of post-secondary learning and grants for faculty retention and equity.
- Contributions to the Teachers' Pension Plan include grants for both current and past service.
- Other grants include financial assistance to private schools for instruction and early childhood services, as well as grants to other areas including community education and learning television.
- Grants to Individuals consists of funding to post-secondary students based on achievement and need, including scholarships and maintenance grants.

5. Results Analysis

Deputy Minister's Message

Alberta's learning system operates in a dynamic environment and is influenced by a wide variety of internal and external factors. This past year brought a number of successes and opportunities, as well as a number of significant challenges that ranged from shifts in the global economy to shifts in relationships among the Ministry and some of our stakeholders.

Throughout this year, education issues in the Kindergarten to grade 12 system garnered more public attention as many jurisdictions were involved in teacher contract negotiations, which in some jurisdictions evolved into strikes and even further highlighted public debate. As all Albertans have a stake in the learning system, this participation in community issues is a positive outcome and can bring valuable alternative perspectives.

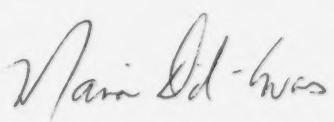
The year also saw a continuation of the trend of increased demand for higher education and training as Albertans recognize that jobs increasingly require higher levels of education and training.

On the economic front, the province experienced volatility as a result of a downward trend in the North-American economy and its further contraction after September 11th. Declining energy prices and a temporary weakening of the provincial economy led Government to respond with a mid-year adjustment to the provincial budget in anticipation of lower resource revenues. For its part, Alberta Learning deferred some projects and reduced spending. These adjustments were achieved with minimal impacts on school authorities and post-secondary institutions across the province, reflecting the high priority the provincial government places on learning.

These challenges were important factors that may have affected our results, some of which are different from those planned for the year and achieved in prior years. Even so, the Ministry's performance results demonstrate improvement in many areas across the learning system, and our students lead Canada and the world.

The strength of our learning system, including its responsiveness and flexibility, continues to ensure that the system provides quality learning opportunities for Albertans of all ages. I am confident that our sound learning system has the capacity to address significant factors as they arise, whatever they may be. On a personal note, I am pleased to have returned to the Ministry of Learning in January 2002 and to have been a part of transforming challenges into opportunities.

This year's results report shows our learning system has again risen to the challenge and found success. In this report, you will find details on how we have effectively managed our financial resources – even with the mid-year adjustment, and a list of accomplishments that continues to gratify and inspires us to achieve even more. The many initiatives and programs within the report illustrate that the Ministry continues to find new, innovative ways to improve its world-class learning system.



Maria David-Evans
Deputy Minister
Alberta Learning

AUDITOR GENERAL *Alberta*

REPORT OF THE AUDITOR GENERAL ON THE RESULTS OF APPLYING SPECIFIED AUDITING PROCEDURES TO KEY PERFORMANCE MEASURES

To the Members of the Legislative Assembly

I have performed the following procedures in connection with the Ministry of Learning key measures included in the *2001-2002 Annual Report of the Ministry of Learning* as presented on pages 17 to 37, and pages 204 to 213.

1. Information obtained from an independent source, such as Statistics Canada, was agreed with the information supplied by the stated source. Information provided internally was agreed to the reports from the systems used to develop the information.

2. The calculations which converted source information into reported measures were tested.

3. The appropriateness of the description of each measure's methodology was assessed.

As a result of applying the above procedures, I found no exceptions. However, these procedures do not constitute an audit, and therefore I express no opinion on the key measures included in the *2001-2002 Annual Report of the Ministry of Learning*.

Fred J. Dunn CA
Auditor General

Edmonton, Alberta
September 13, 2002

Ministry Performance
Goal 1 – High Quality Learning Opportunities

OUTCOMES

Flexibility and responsiveness:

- The learning system meets the needs of all learners, society and the economy.
- The learning system is flexible and provides a variety of programs and modes of delivery.

Accessibility:

- All Albertans can participate in learning.
- Albertans with special needs can participate in learning.

Affordability:

- Cost is not a barrier to learners participating in learning opportunities.
- The learning system is affordable.

✓ Met target

Results since base year for measures without target or with target not met:

= No change

↑ Improved performance

↓ Performance decline

There are seven Ministry core measures to assess and report on the goal of High Quality Learning Opportunities for Albertans. **Targets were met on three of the four core measures with targets.** Performance declined on three measures and remained unchanged on one. Below are the performance highlights for 2001/02 for this goal.

PERFORMANCE HIGHLIGHTS

Quality of Post-Secondary Education

✓ A substantial majority (81%) of post-secondary graduates continues to be satisfied with the overall quality of their education, meeting the target of 80%.

Quality of Apprentice Training

= A very large majority of recent apprenticeship graduates continues to be satisfied with their on-the-job training (92%) and with their technical training (95%). There is no target for 2001/02 for this additional core measure.

✓ **Adult Participation in Learning** – 36% of adult Albertans participated in credit or non-credit courses last year, meeting the target of 33%.

✓ **Financial Assistance Award** – The average financial assistance award to post-secondary students increased to $7,577. The target of "at or above $7,200" was met.

OPPORTUNITIES FOR IMPROVEMENT

↓ **Quality of Basic Education** – A majority of the public (63%) is satisfied with the overall quality of basic education, a lower satisfaction level than in recent years. The target of 69% was not met.

↓ **Access to Lifelong Learning** – A majority of the public (63%) agrees that adult learners have access to education and training. There is no target for 2001/02 for this replacement core measure.

↓ **Affordability of the Learning System** – A majority of the public (63%) agrees that the learning system is within the means of most Albertans. There is no target for 2001/02 for this replacement core measure.

Quality of Basic Education

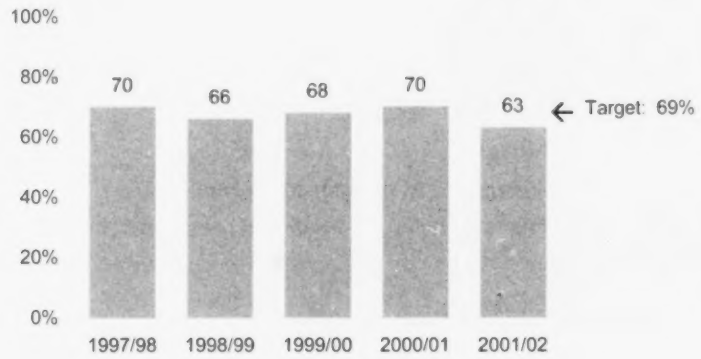
TARGET:

- The target was not met.

DISCUSSION:

- A majority of the public continues to be satisfied with the overall quality of basic education.

Percentages of the Public Satisfied with Overall Quality of Basic Education



Source: Alberta Learning: The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000, 2001; R.A. Malatest & Associates – 2002.

Note:

- See Endnote A, pages 57-60, for information on surveys conducted for Alberta Learning.

Quality of Apprenticeship Training

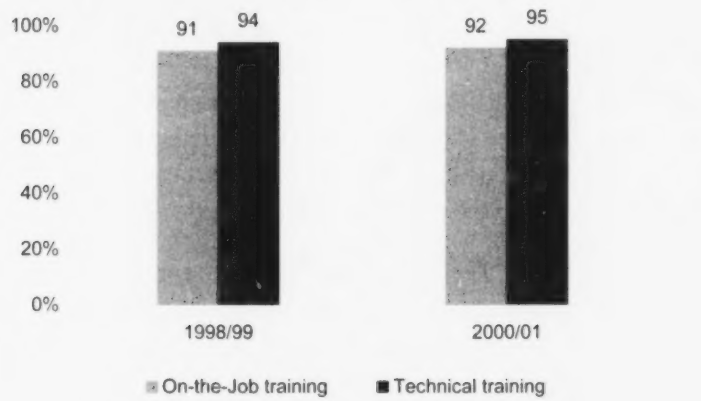
TARGET:

- No target for 2001/02 was set for this additional core measure.

DISCUSSION:

- A very high percentage of recent apprenticeship graduates continues to be satisfied with the quality of their on-the-job training and technical training.
- Results of the survey in 1998/99 indicated similarly high levels of satisfaction among apprenticeship graduates.

Percentages of Apprenticeship Graduates Satisfied with their On-the-Job Training and Technical Training



Source: Alberta Learning: Nichols Applied Management – 1999, R.A. Malatest & Associates – 2001.

Notes:

- Identified as a core measure after release of the ministry business plan for 2001-04.
- Survey is conducted every other year. Graduates of apprenticeship programs in 1997/98 and 1999/2000 (based on the August 1 – July 31 year) were surveyed six to 18 months after graduation.
- In 2000/01 only graduates who took technical training as part of their apprenticeship program are included in the results for satisfaction with technical training. The number of respondents to the technical training question was 2567 with a confidence interval of plus or minus 1.9%. It was not possible to separate these respondents from the total in the 1998/99 survey.
- See Endnote A, pages 57-60, for information on surveys conducted for Alberta Learning.

Quality of Post-Secondary Education

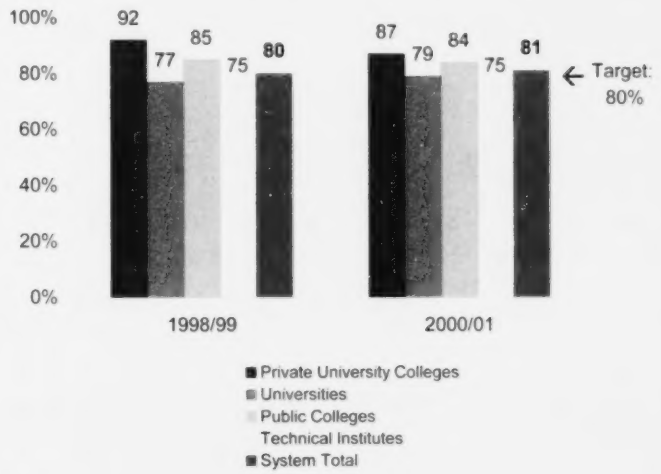
TARGET:

- The target was met.

DISCUSSION:

- A substantial majority of graduating post-secondary students continues to be satisfied with the overall quality of their post-secondary education.
- The satisfaction rate for the system overall has increased slightly from 80% to 81% since 1998/99.
- The satisfaction rate has changed most in the Universities and Private University College sectors. The satisfaction of university students increased from 77% to 79%, while the satisfaction rate of private university college students declined from 92% to 87%.
- Only 4% of the graduating students expressed some dissatisfaction with the overall quality of their education, and 15% were neutral.

Percentages of Post-Secondary Students Satisfied with the Overall Quality of Their Education (new)



Source: Alberta Learning.

Notes:

- Graduating students of degree, diploma, certificate and academic upgrading programs are surveyed every other year.
- See Endnote C, Post-Secondary Graduates' Satisfaction, page 62.

Access to Lifelong Learning

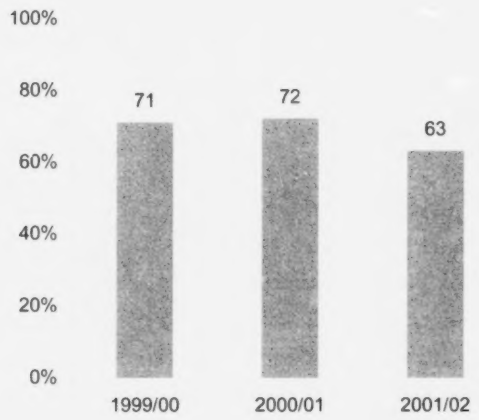
TARGET:

- No target was set for this replacement core measure.

DISCUSSION:

- A majority of the public is satisfied that most adults have access to the education and training they want.
- This measure has been selected as the indicator of learning system accessibility as it provides the overall view of Albertans on their access to learning opportunities. It replaces adult participation in learning (below).

Public Satisfaction that Most Adults have Access to Education and Training



Sources: Alberta Learning: Criterion Research Corp. – 2000, 2001; R.A Malatest &Associates - 2002.

Note:

- Identified as a core measure after release of the ministry business plan for 2001-04.
- See Endnote A, pages 57-60, for information on surveys conducted for Alberta Learning.

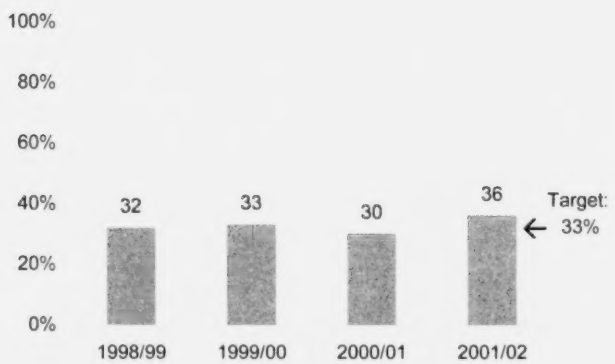
TARGET:

- The target was met.

DISCUSSION:

- The percentage of the public reporting participation in learning in the past 12 months remains stable.
- This measure has been discontinued as an indicator of learning system accessibility as its focus is on those who have access.

Participation Rate of Adult Albertans in Credit and Non-credit Courses



Source: Alberta Learning: Banister Research & Consulting Inc. – 1999; Criterion Research Corp. – 2000, 2001; Malatest &Associates - 2002.

Notes:

- See Endnote A, pages 57-60, for information on surveys conducted for Alberta Learning.

Affordability of the Learning System

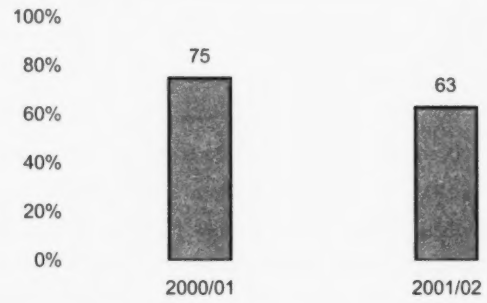
TARGET:

- No target was set for this replacement core measure.

DISCUSSION:

- The majority of public agrees that the learning system is within the means of most Albertans.
- This new measure was selected as the indicator of affordability as it provides an overall perspective on Albertans' perceptions of the affordability of the learning system. It has replaced the average post-secondary student financial assistance award (below).

Percentages of Public Who Agree the Learning System is Within the Means of Most Albertans



Sources: Alberta Learning: Criterion Research Corp. – 2001; R.A Malatest & Associates -2002.

Note:

- Identified as a core measure after release of the ministry business plan for 2001-04.
- In the survey, the learning system is defined in the introduction to the question: "Thinking about Alberta's learning system as a whole – that is, including elementary, junior and senior high schools, apprenticeship, and post-secondary institutions".
- The sample size for this question was 1067 in 2000/01, with a confidence interval of plus or minus 3%.
- See Endnote A, pages 57-60, for other information on surveys conducted for Alberta Learning.

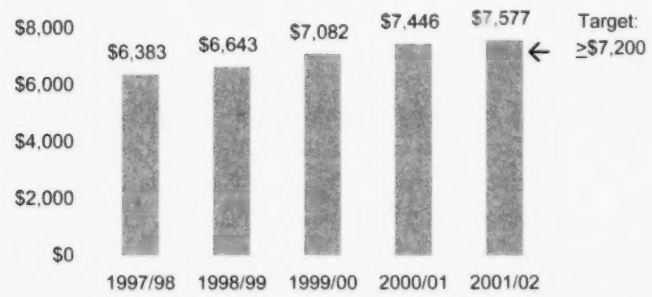
TARGET:

- The target was met.

DISCUSSION:

- The average financial assistance award continues to increase, reflecting a contribution to the rising cost of post-secondary programs.
- This measure has been discontinued because it focuses on a single aspect of learning system affordability.

Average Post-secondary Student Financial Assistance Award



Source: Alberta Learning.

Note:

- See Endnote C, Average Financial Assistance Award, page 62.

Goal 2 – Excellence in Learner Achievement

OUTCOMES

- Learners demonstrate high standards.
- Learners complete programs.

✓ Met target

Results since base year for measures without target or with target not met:

= No change

↑ Improved performance

↓ Performance decline

There are four Ministry core measures, two of which have targets, for the goal of Excellence in Learner Achievement. **Targets were met for educational attainment and overall results at the acceptable level for students writing provincial achievement tests.** The following are the 2001/02 performance highlights for this goal.

PERFORMANCE HIGHLIGHTS

Student Results

✓ **Grades 3, 6, 9 Achievement Tests** – Overall results for students writing provincial achievement tests met the aggregated target of 84.7%. For specific tests, students writing met targets for acceptable in all grade 6 subjects and in grade 9 science and social studies. They met targets for excellence in math and social studies in all grades and in grade 9 language arts. The results for total enrolment in each grade met targets for acceptable in grade 6 science, for excellence in grade 3 math, and for both levels in grade 9 social studies.

↑ **Grade 3, 6, 9 Achievement Tests** – Overall results for writers and for all students in grade have improved since 1997/98 at both the acceptable and excellence levels.

= **Grade 12 Diploma Examinations** – In 2001/02 students met or exceeded provincial expectations at the acceptable level in three diploma exams and at the excellence level in six exams.

Educational Attainment

↑ **High School Completion** – The high school completion rate within 5 years of entering grade 10 rose to 73%. No target was set for the new method of calculating high school completion.

✓ High school completion of Alberta 25-34 year-olds remains high at 90%. The target of 88% was met.

✓ Post-secondary completion of Alberta 25-34 year-olds has increased steadily in recent years, reaching 59% in 2001/02 and meeting the target of 56%.

OPPORTUNITIES FOR IMPROVEMENT

- **Participation in Provincial Achievement Tests** – A higher percentage of all students in grades 3, 6 and 9 would demonstrate the acceptable standard if more students wrote the tests.
- **Grade 9 Mathematics** – Effort is needed to ensure a larger percentage of grade 9 students achieve the acceptable standard in math.
- **Diploma Examinations** – A larger percentage of students should be meeting the acceptable standard in Social Studies 33, Pure Math 30, Chemistry 30, and Science 30.
- **High School Completion** – With jobs increasingly requiring higher levels of education and training, effort is needed to ensure more students complete high school in the basic learning system.

Achievement Test Results Overall

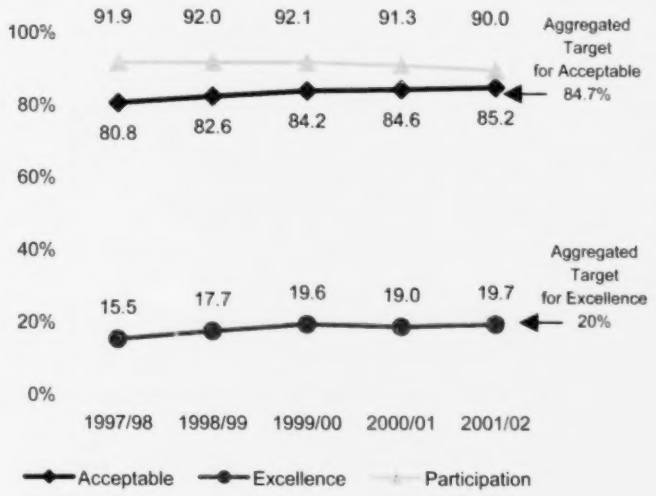
TARGETS:

- The aggregated target of 84.7% for overall results at the acceptable standard was met in 2001/02 for students who wrote provincial achievement tests.
- The aggregated target for overall results for the standard of excellence of 20% was not met in 2001/02 for students who wrote.
- The aggregated targets for overall results for total enrolment in grades 3, 6 and 9, 77.9% for acceptable and 18.4% for excellence, were not met (second graph on page).

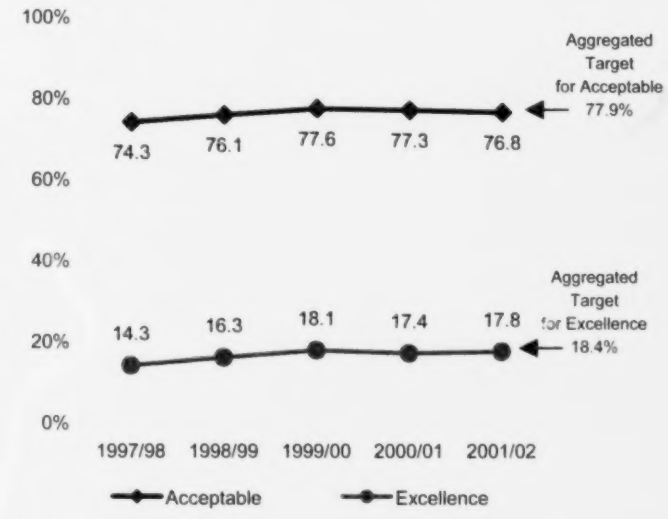
DISCUSSION:

- In the 2001/02 school year there was a slight increase in the percentages of students who achieved standards overall for students who wrote (top graph).
- The participation rate in achievement tests declined to 90% in 2001/02.
- For overall results calculated on the basis of total enrolment in grade (second graph), the slight decline each year in the percentage meeting the acceptable standard since 1999/2000 parallels the decline in the participation rate.
- The lower overall performance in 1997/98 is attributed to grades 3, 6, and 9 mathematics. In that school year, new standards were set for the mathematics tests to reflect the revised Alberta Program of Studies.

Provincial Combined (All Grades and Subjects) Participation Rates and Percentages of Students Who Wrote and Met Standards on Provincial Achievement Tests



Provincial Combined (All Grades and Subjects) Percentages of Students Who Demonstrated Standards on Provincial Achievement Tests (total enrolment in grade)



Source: Alberta Learning

Notes:

- The percentages of students achieving the acceptable standard include the students achieving the standard of excellence.
- Aggregated targets are the averages of the targets for each subject and grade for the acceptable standard and the standard of excellence for both methods of calculating results.
- See Endnote C, Provincial Achievement Tests, page 63.

Achievement Test Results for Test Writers

TARGETS:

- In the 2001/02 school year, students met the targets for the acceptable standard in six of ten tests.
- Students also met the targets for the standard of excellence in six of the ten tests.

DISCUSSION:

- Student performance at the acceptable level improved in seven of ten tests in 2001/02, while declining on three tests.
- Student performance at the standard of excellence also improved in seven of the ten tests, while declining on three tests.
- There were improvements in performance of students in two of the three language arts tests at both the acceptable standard and the standard of excellence.
- There have been steady improvements at the acceptable level in Social Studies 6 and 9, and Science 9 over the reporting period.
- The percentages of students who achieve the acceptable standard in the grade 9 language arts and mathematics achievement tests are reported annually by the provincial government as indicators of literacy and numeracy, as adult literacy surveys are not conducted regularly. Students who achieved the acceptable standard have developed the foundation skills needed to become literate and numerate adults.

Percentages of Students in Grades 3, 6 and 9 Who Wrote and Achieved the Standards on Provincial Achievement Tests

Subject	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	Targets 2001/ 2002
Grade 3						
Language Arts						
excellence	15.2	15.8	19.3	17.4	16.4	20%
acceptable	86.0	88.7	90.7	89.4	89.6	92%
Mathematics						
excellence	20.7	25.2	27.5	25.4	29.2	28%
acceptable	80.5	84.8	87.9	87.6	88.7	89%
Grade 6						
Language Arts						
excellence	14.4	17.4	20.9	16.2	16.5	21%
acceptable	83.8	84.4	86.3	85.4	88.6	87%
Mathematics						
excellence	16.8	17.2	17.6	19.3	19.7	18%
acceptable	82.0	83.2	84.2	85.4	85.2	85%
Science						
excellence	18.3	24.1	26.5	27.2	24.6	27%
acceptable	80.3	84.4	84.9	88.0	86.7	85%
Social Studies						
excellence	16.6	17.3	21.2	20.2	21.3	21%
acceptable	78.0	81.9	84.1	84.7	85.9	84%
Grade 9						
Language Arts						
excellence	11.3	12.1	15.1	14.9	16.7	16%
acceptable	87.4	87.6	89.5	89.2	89.8	90%
Mathematics						
excellence	14.3	15.5	16.1	18.4	19.1	17%
acceptable	71.9	72.4	74.4	75.2	73.7	75%
Science						
excellence	12.8	14.8	13.9	13.3	12.8	14%
acceptable	78.7	78.5	79.4	79.9	80.7	79%
Social Studies						
excellence	14.1	17.7	17.8	17.9	20.3	18%
acceptable	78.9	80.5	80.9	81.5	83.2	81%

Source: Alberta Learning.

Note:

- The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Participation Rates for Provincial Achievement Tests

Subject	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002
Grade 3					
Language Arts	93.3	94.1	93.0	92.6	90.6
Mathematics	93.4	94.6	93.4	93.4	91.6
Grade 6					
Language Arts	93.5	93.1	93.0	92.1	91.2
Mathematics	94.2	93.1	93.7	92.9	91.8
Science	93.2	93.3	93.1	93.1	91.6
Social Studies	93.7	93.1	93.6	92.8	91.2
Grade 9					
Language Arts	89.3	89.7	89.6	88.3	87.5
Mathematics	89.4	88.9	89.9	88.4	87.5
Science	89.9	90.2	90.7	89.7	88.7
Social Studies	89.5	90.3	90.7	89.3	88.7

Source: Alberta Learning.

Note:

- See Endnote C, Provincial Achievement Tests, page 63.

Achievement Test Results for All Students in Grade

TARGETS:

- In the 2001/02 school year, results for all students in grade met targets for the standard of excellence in four of the ten tests.
- Results for all students in grade met targets for the acceptable standard in two of ten tests.

DISCUSSION:

- Student performance at the acceptable level improved in two of the ten tests in 2001/02, while declining in eight of the ten tests since last year. Results over time have improved in all grades and subjects at the acceptable level.
- Student performance at the standard of excellence improved in seven of the ten tests, while declining on three tests since 2000/01. Results have improved over time in all grades and subjects except Science 9 at the excellence level.
- Higher percentages of students would achieve the acceptable standard if a larger percentage of students wrote the tests (see participation rate table, previous page).

Percentages of Students in Grades 3, 6 and 9 Demonstrating the Standards on Provincial Achievement Tests

Subject	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	Targets 2001/ 2002
Grade 3						
Language Arts						
excellence	14.2	14.9	17.9	16.1	14.9	19%
acceptable	80.3	83.5	84.3	82.8	81.2	86%
Mathematics						
excellence	19.4	23.8	25.7	23.8	26.7	26%
acceptable	75.2	80.2	82.1	81.8	81.2	83%
Grade 6						
Language Arts						
excellence	13.5	16.2	19.4	14.9	15.1	19%
acceptable	78.4	78.6	80.3	78.7	80.8	81%
Mathematics						
excellence	15.9	16.0	16.5	17.9	18.1	16%
acceptable	77.3	77.5	78.9	79.3	78.3	79%
Science						
excellence	17.1	22.5	24.7	25.3	22.6	25%
acceptable	74.8	78.8	79.0	82.0	79.5	79%
Social Studies						
excellence	15.6	16.1	19.9	18.7	19.4	20%
acceptable	73.1	76.2	78.7	78.6	78.3	79%
Grade 9						
Language Arts						
excellence	10.1	10.8	13.6	13.1	14.6	15%
acceptable	78.0	78.5	80.1	78.8	78.5	80%
Mathematics						
excellence	12.8	13.8	14.4	16.3	16.7	15%
acceptable	64.3	64.4	66.9	66.5	64.5	67%
Science						
excellence	11.5	13.3	12.6	11.9	11.4	13%
acceptable	70.7	70.8	72.0	71.7	71.6	72%
Social Studies						
excellence	12.6	16.0	16.2	16.0	18.0	16%
acceptable	70.6	72.7	73.4	72.8	73.8	73%

Source: Alberta Learning.

Note:

- The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- See Endnote C, Provincial Achievement Tests, page 63.

Diploma Examination Results

TARGET:

- No targets were set for 2001/02 as the diploma examinations are not comparable from year to year.

DISCUSSION:

- Students continue to exceed provincial expectations at the acceptable level in three diploma exams: English 30 and 33 as well as Social Studies 30.
- In the 2001/02 school year, students exceeded provincial expectations for the standard of excellence in six exams: English 30, Social Studies 30, Pure Mathematics 30, Biology 30, Chemistry 30, and Physics 30.
- Completing either English 30 or 33 and either Social Studies 30 or 33 is required for high school graduation. In the 2001/02 school year, the percentage of students in their third year completing one of the English courses (83.4%) and the percentage completing one of the Social Studies courses (83.7%) increased over the previous year.
- Larger percentages of students completed English 30, Social Studies 30, Biology 30, Chemistry 30, Physics 30, and Science 30 in the 2001/02 school year than in 2000/01, while lower percentages of students completed English 33 and Social Studies 33 this year.

Percentages of Students Writing Diploma Examinations who Achieved Standards

Course	Standard	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002
English 30	excellence	14.1	12.9	16.2	18.6	19.0
	acceptable	87.6	85.7	89.2	89.1	88.4
English 33	excellence	7.7	9.0	8.0	7.6	7.2
	acceptable	87.5	86.4	87.9	86.9	86.5
Social Studies 30	excellence	16.5	17.6	16.1	18.6	21.0
	acceptable	83.7	85.2	84.0	85.2	86.0
Social Studies 33	excellence	9.4	10.6	12.5	12.8	11.5
	acceptable	83.6	83.2	81.0	81.4	80.6
Pure	excellence	-	-	-	-	28.3
Mathematics 30	acceptable	-	-	-	-	81.4
Biology 30	excellence	24.9	25.9	23.2	27.2	25.6
	acceptable	80.5	83.1	81.0	80.8	83.6
Chemistry 30	excellence	19.9	18.7	24.2	22.0	24.1
	acceptable	86.0	82.1	84.2	79.1	82.0
Physics 30	excellence	29.5	31.5	27.8	24.3	32.6
	acceptable	85.8	86.8	82.8	78.5	84.4
Science 30	excellence	11.4	16.9	11.4	14.3	12.2
	acceptable	83.0	88.3	78.0	82.5	81.5

Source: Alberta Learning.

Notes:

- At least 85% of students are expected to achieve the acceptable standard and at least 15% are expected to achieve the standard of excellence.
- The percentages of students achieving the acceptable standard includes the percentages of students achieving the standard of excellence.

Percentages of Students Completing Diploma Examination Courses in Their Third Year of High School

Subject	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002
English 30	54.7	55.0	55.0	55.0	56.9
English 33	28.8	29.1	29.0	27.8	26.5
Social Studies 30	49.6	49.3	48.8	48.6	50.5
Social Studies 33	33.6	34.1	35.3	34.0	33.2
Pure Mathematics 30	-	-	-	-	41.9
Biology 30	40.3	38.6	38.1	39.0	40.7
Chemistry 30	36.6	36.7	36.1	35.2	36.3
Physics 30	22.0	22.1	22.0	21.5	22.5
Science 30	3.2	4.6	6.4	6.6	6.9

Source: Alberta Learning.

Notes:

- Students can choose among courses to complete high school and meet post-secondary entry requirements; only part of the grade 12 class writes each diploma exam.
- See Endnote C, Diploma Examinations, pages 63-64.

High School Completion

TARGET:

- The target of 71% is not applicable, as the methodology has been revised. No target for 2001/02 was set for the new method.

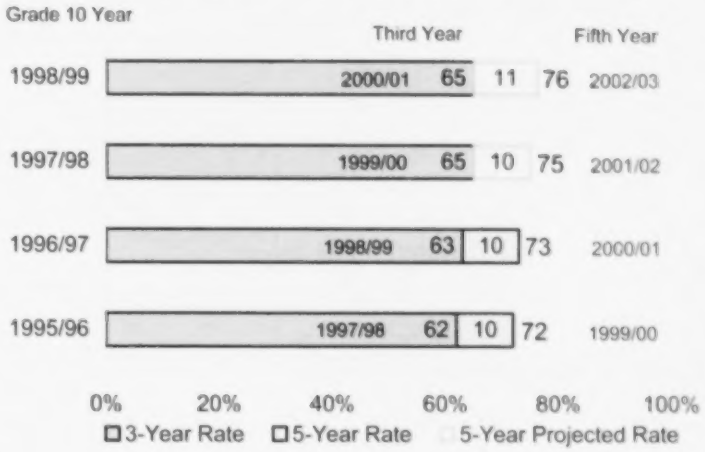
DISCUSSION:

- The high school completion rate within five years of entering grade 10 has increased slightly to 73% over the previous year.
- Completion within three years of entering grade 10 (i.e., "on-time") has been stable at 65% for the last two years.
- The new methodology was developed to provide high school completion rates for school jurisdictions to use to address and report on this ministry priority.
- A substantial portion of students who do not complete high school in the basic learning system attain high school completion status as adults (see Educational Attainment measure, next page).

Note:

- Previous results using a slightly different method that tracked grade 9 students for four and six years show gradual increases in the high school completion rate to 71% in 1999/2000 for the six-year rate and to 66% for the four-year rate.
- Completion rates for students attending Alberta post-secondary institutions are under development for reporting in future years along with apprenticeship completion rates to provide a fuller perspective on completion in Alberta's learning system.

Percentages of Students Completing High School Within 3 and 5 Years of Entering Grade 10 (revised methodology)



Source: Alberta Learning.

Notes:

- Projections indicate results likely to be achieved given the three-year completion rates for these groups of grade 10 students and completion rates in prior years. The projection for 2002/03 also considers the projected 5-year rate for 2001/02.
- See Endnote C, High School Completion Rate, page 64.

Educational Attainment

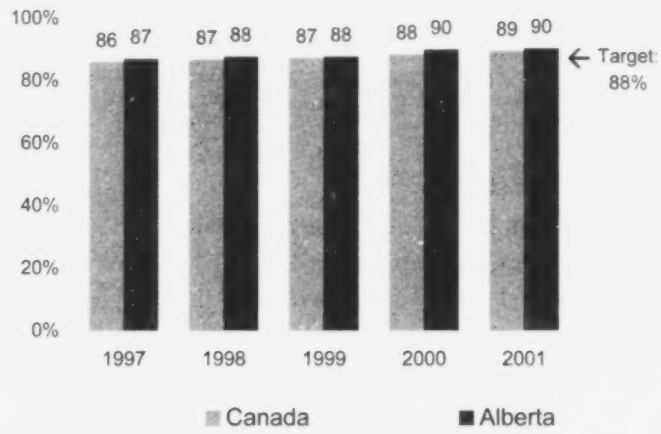
TARGET:

- The targets were met.

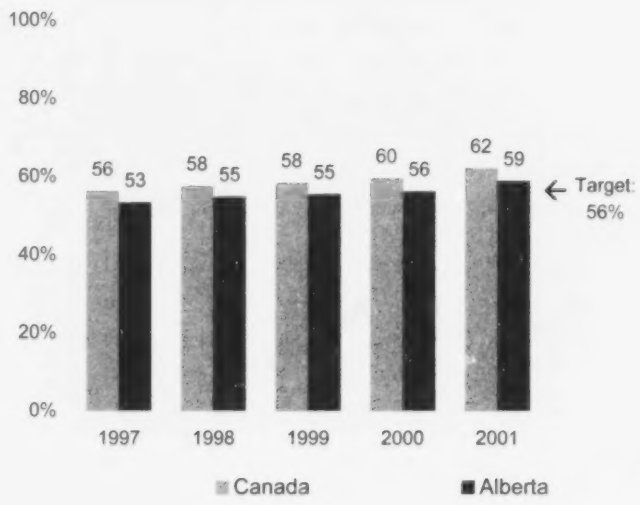
DISCUSSION:

- Both high school and post-secondary completion rates of Albertans aged 25-34 have risen since 1997/98.
- Alberta's results for high school completion continue to be similar to the national average.
- Alberta has maintained its third place ranking after Ontario and British Columbia and has a high school completion rate not significantly different from those of the top two provinces.
- While post-secondary completion rates have increased, they remain below the Canadian average.
- Alberta continues to rank fifth among Canadian provinces for post-secondary completion.

Percentages of Albertans aged 25-34 who Completed High School (new)



Percentages of Albertans aged 25-34 who Completed Post-Secondary Programs (new)



Source: Statistics Canada Labour Force Survey, Special tabulation for Alberta Learning.

Note:

- See Endnote C, Educational Attainment, pages 64-65.

Goal 3 – Well Prepared Learners for Lifelong Learning, the World of Work and Citizenship

OUTCOMES

Learners are well prepared for lifelong learning:

- Children start school ready to learn.
- Learners have the ability to learn continuously: in school, at work and in society.
- Learners' achievement is recognized.

Learners are well prepared for work:

- Learners are successful in finding/maintaining work.
- Employers are satisfied with knowledge, skills and attitudes of employees.

Learners are well prepared for citizenship:

- Learners have the knowledge, skills and attitudes to become contributing members of society.
- Learners have an awareness of the increasing global interdependency.

✓ Met target

Results since base year for measures without target or with target not met:

= No change

↑ Improved performance

↓ Performance decline

There are four Ministry core measures, three of which have targets, to assess progress on the goal of Well Prepared Learners for Lifelong Learning, the World of Work and Citizenship. **All targets were met, and results improved on the proxy measure for readiness to learn.** The following are the 2001/02 performance highlights for this goal.

PERFORMANCE HIGHLIGHTS

↑ **Preparation of Children for School** – The percentage of grade 1 students who participated in Early Childhood Services increased in 1998/99 and has remained very high at 95% since. There is no target for this proxy measure of readiness to learn.

✓ **Preparation for Lifelong Learning** – About three out of four (76%) Albertans are satisfied that adult learners are being prepared for lifelong learning. The target of 75% was met.

✓ **Employment of Post-Secondary Graduates** – The employment rate of post-secondary graduates has remained very high at 93%, and met the target of 93%.

Preparation for Citizenship

✓ Public satisfaction that high school students are well prepared for citizenship (59%) has increased substantially since 1999/2000, easily meeting the target of 42%.

✓ Public satisfaction that adult learners are well prepared for citizenship (68%) also has increased since 1999/2000. The target of 65% was met.

OPPORTUNITIES FOR IMPROVEMENT

- Public satisfaction with the preparation of high school students for citizenship remains lower than public satisfaction with other aspects of education.

Preparation of Children for School

TARGET:

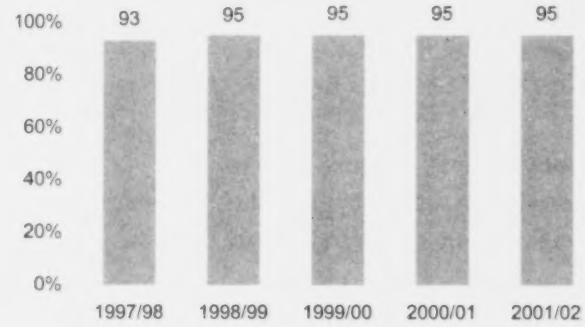
- No target was set for this proxy measure of readiness to learn.

DISCUSSION:

- The percentage of students who participated in Early Childhood Services (ECS) programs prior to grade 1 remains high.
- A very large majority of parents choose to enroll their children in ECS programs even though ECS attendance is not mandatory.
- ECS refers to the broad coordinated system of local and provincial programs provided to meet the developmental and special needs of young children and their families.
- ECS programming is designed to prepare children for entry into grade 1 and to provide a foundation for continued success in school.

Note: A readiness to learn measure is under development.

Percentages of Grade 1 Students who Attended Early Childhood Services Programs



Source: Alberta Learning.

Notes:

- Includes children enrolled in Early Childhood Services or ungraded programs prior to grade 1.
- See Endnote C, Participation in Early Childhood Services Programs, page 65.

Preparation for Lifelong Learning

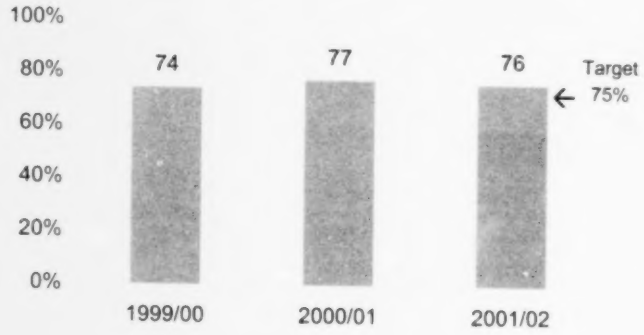
TARGET:

- The target was met.

DISCUSSION:

- About three-quarters of the public continue to be satisfied that adult learners are prepared for lifelong learning.

Public Satisfaction that Adult Learners are Prepared for Lifelong Learning



Sources: Alberta Learning: Criterion Research Corp. – 2000, 2001, R.A. Malatest & Associates – 2002.

Note:

- See Endnote A, pages 57-60, for information on surveys conducted for Alberta Learning.

Employment of Post-Secondary Graduates

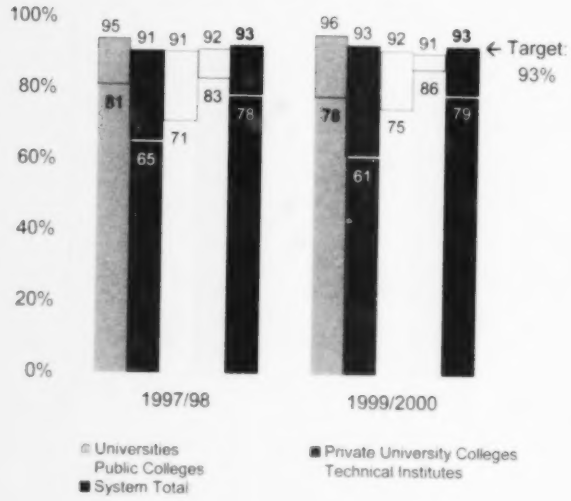
TARGET:

- The target was met.

DISCUSSION:

- The overall employment rate of post-secondary graduates, i.e., the percentage of graduates in the labour force who are employed, has remained high at 93%.
- The employment rate has improved in all sectors except the technical institutes, which declined slightly from 92% to 91%.
- The percentage of graduates in the labour force reporting employment in jobs related to their education has increased slightly from 78% to 79%.
- An additional 11% of graduates report not participating in the labour force. These graduates (not included in the graph) may be pursuing further studies or may not be participating for personal reasons.

Employment Rates of Post-Secondary Graduates Overall and in Jobs Related to their Studies



Source: Alberta Learning.

Notes:

- The 1999/2000 results include 1997/98 university and private university college graduates surveyed two years later, and 1998/99 public college and technical institute graduates surveyed within one year.
- 1997/98 results include 1994/95 university graduates surveyed two years later, and 1995/96 private university college and 1996/97 public college and technical institute graduates surveyed within one year.
- The lower portion of each column represents the percentages of graduates in the labour force who are employed in jobs related to their education.
- See Endnote C, Employment rate of post-secondary graduates, pages 65-66.

GOAL 3 CORE MEASURES (CONTINUED)

Preparation for Lifelong Learning

- The target was met.

- About three-quarters of the public continue to be satisfied that adult learners are prepared for lifelong learning.

Public Satisfaction that Adult Learners are Prepared for Lifelong Learning

Sources: Alberta Learning, Criterion Research Corp., 2000, 2001;
R.A. Malatest & Associates, 2002.

Note:

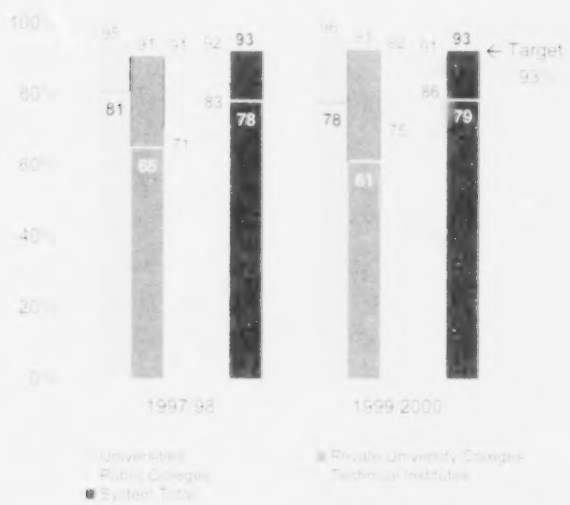
- See Endnote A, pages 57-60, for information on surveys conducted for Alberta Learning.

Employment of Post-Secondary Graduates

- The target was met.

- The overall employment rate of post-secondary graduates, i.e., the percentage of graduates in the labour force who are employed, has remained high at 93%.
- The employment rate has improved in all sectors except the technical institutes, which declined slightly from 92% to 91%.
- The percentage of graduates in the labour force reporting employment in jobs related to their education has increased slightly from 78% to 79%.
- An additional 11% of graduates report not participating in the labour force. These graduates (not included in the graph) may be pursuing further studies or may not be participating for personal reasons.

Employment Rates of Post-Secondary Graduates Overall and in Jobs Related to their Studies



Source: Alberta Learning.

Notes:

- The 1997/98 results include 1997/98 university and private university college graduates surveyed two years later, and 1998/99 public college and technical institute graduates surveyed within one year.
- 1997/98 results include 1994/95 university graduates surveyed two years later and 1995/96 private university college and 1996/97 public college and technical institute graduates surveyed within one year.
- The lower portion of each column represents the percentages of graduates in the labour force who are employed in jobs related to their education.
- See Endnote C, Employment rate of post-secondary graduates, pages 65-66.

Preparation for Citizenship

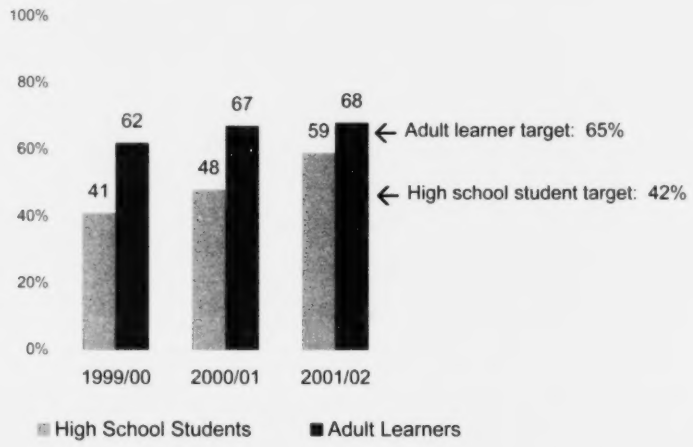
TARGET:

- The targets were met.

DISCUSSION:

- Public satisfaction that high school students are well prepared for citizenship continues to increase.
- Public satisfaction that adult learners are well prepared for citizenship rose in 2000/01. Results in 2001/02 are consistent with the previous year.

Public Satisfaction that Learners are Well Prepared for Citizenship



Sources: Alberta Learning: Criterion Research Corp.– 2000, 2001; R.A. Malatest & Associates - 2002.

Note:

- The questions were clarified in the 2001/02 survey as a result of field testing. The new questions asked the public to indicate how satisfied they are that recent high school graduates are well prepared for citizenship, and how satisfied they are that adults taking education or training are well prepared for citizenship.
- In prior years, the public was asked to indicate if they agreed that high school graduates in Alberta were being taught the rights and responsibilities of citizenship, and if they agreed that adult learners are getting an appropriate combination of skills and knowledge to prepare them for the rights and responsibilities of citizenship.
- See Endnote A, pages 57-60, for other information on surveys conducted for Alberta Learning.

Goal 4 – Effective Working Relationships with Partners

OUTCOMES

- Effective partnerships meet the learning needs of Albertans.
- Joint initiatives contribute to the achievement of the social and economic goals of the province.

There is one Ministry core measure with three targets to assess the goal of Effective Working Relationships with Partners. **Targets were met on two of the three components of this measure, and results improved in the other area.** The following are the 2001/02 performance highlights for this goal.

✓ Met target

Results since base year for measures without target or with target not met:

= No change

↑ Improved performance

↓ Performance decline

PERFORMANCE HIGHLIGHTS

Working Relationships with Alberta Learning

✓ A large percentage (86%) of cross-ministry partners and learning system stakeholders agree Alberta Learning staff are collaborative, an increase over previous years. The target of 80% was met.

✓ A very high percentage (90%) of these partners and stakeholders agree Alberta Learning staff are responsive. Results have increased each year, and the target of 80% was met.

OPPORTUNITIES FOR IMPROVEMENT

Working Relationships with Alberta Learning

↑ Two thirds of partners and stakeholders (66%) agree Alberta Learning staff are flexible, up from 61% in 1999/2000. Results remain below the target of 70%.

Working Relationships with Alberta Learning

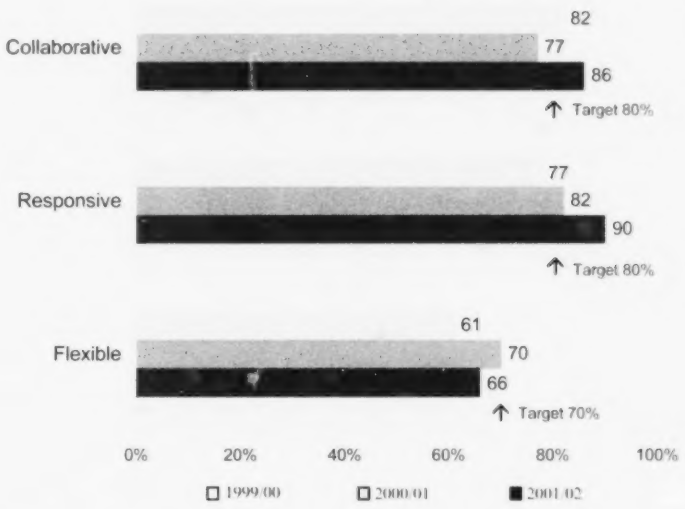
TARGET:

- The targets for responsiveness and collaboration were met.
- The target for flexibility was not met.

DISCUSSION:

- A majority of partners and stakeholders continues to agree that Alberta Learning staff are collaborative, responsive and flexible.
- Results have improved since 1999/2000 for all three attributes.
- Partners and stakeholders continue to be more satisfied with staff responsiveness and collaboration than with their flexibility.

Percentages of Partners and Stakeholders who Agree that Alberta Learning Staff are Flexible, Responsive and Collaborative



Source: Alberta Learning: Hargroup Management Consultants – 2000, 2001, 2002.

Note:

- See Endnote A, pages 57-60, for information on surveys conducted for Alberta Learning.

Goal 5 – Highly Responsive and Responsible Ministry

OUTCOMES

The Ministry demonstrates:

- Value for dollars
- Leadership and continuous improvement in administrative and business processes and practices.

✓ Met target

Results since base year for measures without target or with target not met:

= No change

↑ Improved performance

↓ Performance decline

There are two core measures and three targets to assess and report on the goal of a Highly Responsive and Responsible Ministry. **The target was met for one core measure and results declined for both components of the other core measure.** The following are the 2001/02 performance highlights for this goal.

PERFORMANCE HIGHLIGHTS

✓ **Ministry Efficiency** – Spending on ministry functions at 1.8% remains a very small proportion of total spending on the learning system. The target of "at or below 2%" was met.

OPPORTUNITIES FOR IMPROVEMENT

Understanding of Ministry Staff

↓ A substantial majority of Alberta Learning staff (77%) continues to agree they understand how their work contributes to the Ministry business plan. The target of 90% was not met.

↓ A substantial majority of Alberta Learning staff (75%) also continues to agree that they understand how the work of the Ministry contributes to government goals. The target of 80% was not met.

Staff Understanding

TARGET:

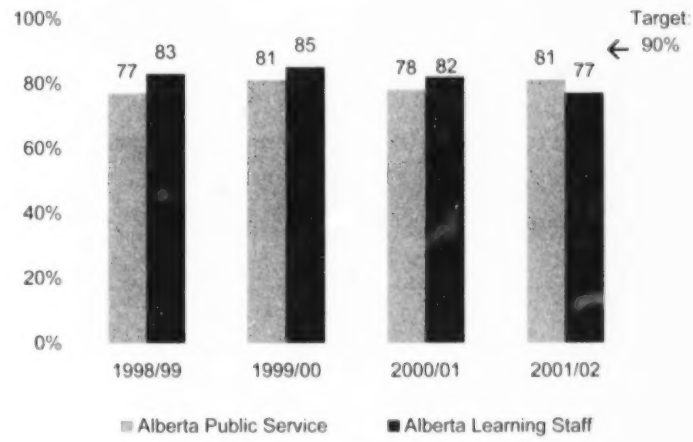
- The targets were not met.

DISCUSSION:

- A substantial portion of Alberta Learning employees continues to agree they understand how their work contributes to the Ministry business plan.
- Three out of four Alberta Learning employees also agree they understand how the work of the department contributes to government business goals. Ministry results in 2001/02 are similar to results for all provincial government employees.

Note: These measures are being replaced by the new measure of investment in staff training and development.

Percentages of Staff Who Agree They Understand How Their Work Contributes to Their Ministry's Business Plan (new)

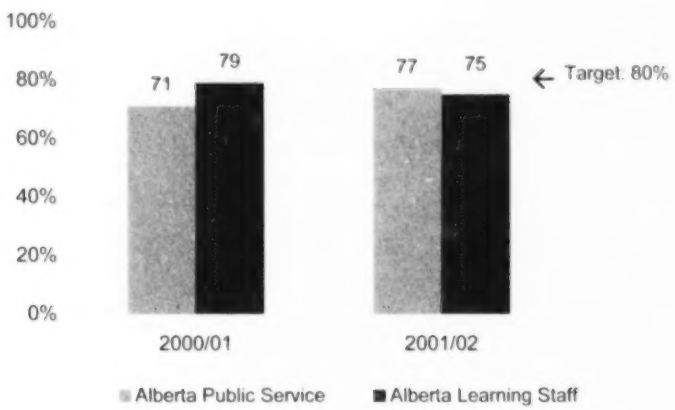


Sources: Personnel Administration Office, The Advisory Group – 1999, Research Innovations Inc. – 2000, 2001, 2002.

Notes:

- The 1998/99 percentages for Alberta Learning reports the weighted average results of the former Ministries of Education and of Advanced Education and Career Development.
- See Endnote A, pages 57-60, for information on the employee surveys.

Percentages of Staff Who Agree They Understand How the Work of their Ministry Contributes to Government Goals (new)



Source: Personnel Administration Office: Research Innovations Inc. – 2000, 2001, 2002.

Notes:

- See Endnote A, pages 57-60, for information on the employee surveys.

Ministry Efficiency

TARGET:

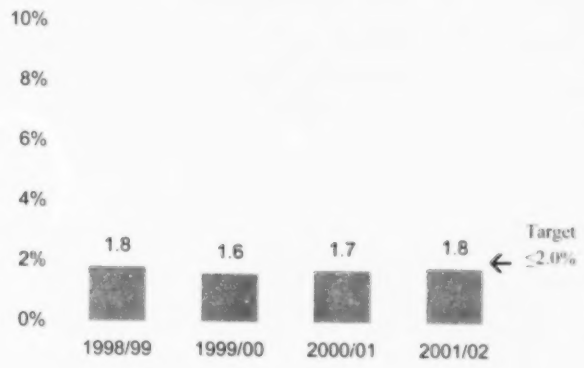
- The target was met.

DISCUSSION:

- Spending on ministry functions remains a very small proportion of total spending.
- There was a slight increase in the proportion spent on ministry functions as a percentage of total ministry spending for 2001/02.
- The increase in spending is primarily due to additional costs associated with the redevelopment of the student loan system and increased program delivery support in Basic Learning.

Note: A replacement measure is under development.

Spending on Ministry Functions as a Percentage of Total Ministry Spending



Source: Alberta Learning.

Notes:

- Results for 2000/01 have been restated to remove amounts that were unrelated to ministry functions.
- See Endnote C, Spending on Ministry Functions, page 66.

Financial Results and Performance

Financial results of the Ministry of Learning for the year ended March 31, 2002 include the activities of the Department of Learning and the Alberta School Foundation Fund. More detailed information can be found in the Ministry's financial statements on the internet at http://www.learning.gov.ab.ca/annualreport/default.asp (the Ministry Financial Information section of Alberta Learning's 2001/02 Annual Report, pages 46-110).

	In millions		
	2002		2001
	Budget	Actual	Actual
REVENUES			
Provincial education property taxes	$ 1,048	$ 1,094	$ 1,151
Transfers from the Government of Canada	149	167	177
Internal government transfers	71	71	108
Sales of learning resources	27	29	26
Fees, permits, licences and other revenue	7	10	8
	1,302	1,371	1,470
EXPENSES BY CORE BUSINESS			
Basic Learning	3,626	3,645	3,366
Adult Learning*	1,219	1,176	1,107
Apprenticeship and Industry Training	22	24	21
	4,867	4,845	4,494
NET OPERATING RESULTS	$ (3,565)	$ (3,474)	$ (3,024)

* Includes operating grants provided to post-secondary institutions for apprenticeship and industry training

OVERVIEW

In fiscal year 2001/02, uncertainty over government revenue forced some changes to budget plans. All ministries were asked to reduce their expenses and Learning responded, including decreasing its expenses to $4,845 million, a reduction of $22 million from budget for 2001/02.

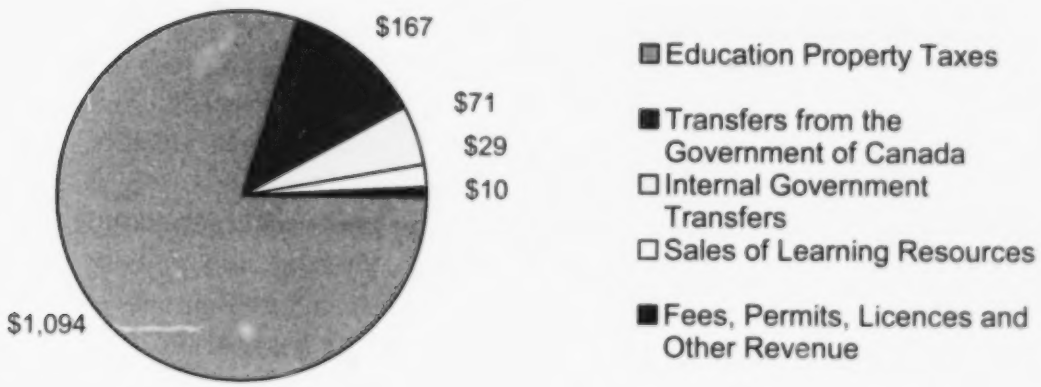
Learning adjusted its spending in a manner that had the least impact on students, school authorities and post-secondary institutions. The Province's commitment to learning is demonstrated by an increased investment of $351 million from prior year in basic learning, adult learning and apprenticeship and industry training.

REVENUES

Revenue for the Ministry of Learning totaled $1,371 million for 2001/02, as follows:

- $1,094 million of the Ministry's revenues was derived from provincial education property taxes which were collected by the provincial government through the Alberta School Foundation Fund
- $71 million was received through internal government transfers, including
  - $52 million from the Lottery Fund
  - $19 million from the Alberta Heritage Scholarship Fund
- $167 million in revenue was received in transfers from the Government of Canada, including
  - $166 million in Canadian Health and Social Transfers
  - $1 million in support of Canada Student Loans administration
- $29 million in revenues related to the sale and distribution of learning and teaching resources that have been purchased directly from publishers or developed and printed by the Ministry
- $10 million in revenues were generated from various programs such as Marketing Apprenticeship, high school transcripts, teacher certification fees, as well as other income sources such as investment income

Revenues by Source
(in millions)



Comparison of 2001/2002 actuals to budget

Revenues were $69 million more than budgeted as a result of the following:

- Provincial education property taxes were $46 million more than budgeted because of a recent trend to less assessment adjustments and appeals against education property taxes and an increased requisition for 2002
- $18 million increase from budget in Canadian Health and Social Transfer revenue
- $3 million in increases over budget in refunds of expenditures
- $2 million increase in sales of learning and teaching resources

Comparison of 2001/2002 actuals to prior year

Revenues for the Ministry decreased $99 million from 2000/01, as a result of these events:

- Lottery fund contributions were decreased by $37 million, primarily due a major lottery fund initiative in 2000/01 for school technology upgrading
- $57 million decrease in provincial education property tax revenue primarily due to the provincial freeze on the 2001 requisition ($95 million) offset by an increase of $22 million for provincial education property taxes that were not required to be refunded due to reduced assessment adjustments and appeals and $10 million increase due to the removal of the freeze on the 2002 requisition
- Although there was an overall increase from prior year in the Canadian Health and Social Transfer from the federal government to the province, there was a $10 million decrease in the allocation of these revenues to Learning
- $3 million increase in the sale of learning resources and $2 million in increases in refunds of expenditure

EXPENSES

Directly incurred expenses for the Ministry of Learning amounted to $4,845 million for 2001/02, as follows:

- Approximately $3,645 million in expenses related to Basic Learning:
    - $3,002 million paid in operating support to Public and Separate School boards
    - Teachers' pension costs of $281 million for the year
    - Costs relating to early childhood services of $163 million
    - Support for private schools, excluding early childhood services, totaling $67 million
    - $27 million in expenses incurred to support student health
    - $34 million paid to support other basic learning programs including the production and delivery of learning and teaching resources

- Program delivery support of $45 million and an additional $22.5 million, which is Basic Learning's share of the expenses incurred by ministry support services[1]
- $3 million in debt servicing costs incurred by Alberta School Foundation Fund

- Approximately $1,176 million in expenses related to Adult Learning:
  - $899 million was paid to support post-secondary institutions
  - Costs of $115 million associated with expanding certain programs in post-secondary institutions and recognizing institutions' performance
  - $29 million in new funding for faculty retention
  - Support to post-secondary learners amounted to $113 million
  - Program delivery support of $13 million and an additional $7.2 million, which is Adult Learning's share of the expenses incurred by ministry support services
- Approximately $24 million in expenses related to Apprenticeship and Industry Training:
  - Expenses of $10 million were incurred to deliver the program
  - $10 million in grants to post-secondary institutions to increase access to apprenticeship and industry training programs
  - $2 million in other grants earmarked for apprenticeship
  - Marketing Apprenticeship expenses were $2 million
  - $.3 million representing the share of ministry support services expenses allocated to Apprenticeship and Industry Training[1]

Comparison of 2001/2002 actuals to budget

Expenses were $22 million lower than budgeted as a result of the following:

- $19 million more than budgeted for expenses in Basic Learning consisting of
  - Early childhood services grants increased $7 million as a result of enhancements to early childhood services, instruction rates and increased instructional hours
  - Private school support increased $15 million due to higher enrollment, salary enhancements and funding to designated special education private schools
  - Teachers' pension costs were more than budgeted by $4 million due to poorer than anticipated pension asset performance
  - $3 million reduction from budget related to operating support for schools
  - $4 million savings on debt servicing costs
- $43 million under budget in Adult Learning comprised of
  - $35 million savings in support to post-secondary learners primarily due to lower than anticipated costs associated with the issue of student loans. Effective August 1, 2001, Learning assumed responsibility for the issuance of loans to qualifying students attending post-secondary institutions.

[1] Ministry Support Services' costs totaling $30 million are allocated based on each core business' proportion of overall ministry expenses.

- $5 million reduction in other program support to post-secondary institutions in response to government budget reductions
- $3 million reduction in Access funding earmarked for program expansion

- $2 million more than budgeted to increase access to Apprenticeship and Industry Training programs

Comparison of 2001/2002 actuals to prior year

Expenses increased $351 million over 2000/01. This is a result of

- Increases totaling $279 million in Basic Learning from the following:
  - Grant rate increases, increased enrollment, enhanced funding for special needs, a full year of grants issued under the Alberta Initiative for School Improvement and teacher salary enhancements resulted in an additional $258 million in support to public and separate school boards
  - Teachers' pension costs increased by $38 million primarily due to poor investment performance of pension assets
  - There were increases in spending to private schools ($17 million), early childhood services ($23 million), and student health ($1 million)
  - $4 million increase in program delivery support
  - $2 million in savings on debt servicing costs
  - $60 million reduction in school technology funding as this was a funding initiative in 2000/01
- Increases totaling $69 million in Adult Learning due to
  - $22 million in increased assistance to post-secondary institutions consisting of $12 million in operating support and $10 million in equity adjustments
  - $20 million in anticipated increases to funding envelopes for expansion of programs for post-secondary institutions and recognition of performance
  - $29 million in new funding for faculty retention
  - $3 million in additional program delivery support related to direct lending
  - $5 million decrease in support to post-secondary learners as increased scholarships have been offset by lower costs associated with providing student loans
- Increases totaling $3 million in Apprenticeship and Industry Training primarily due to increased grants to post-secondary institutions earmarked for apprenticeship and industry training initiatives.

GRANTS

Grants accounted for $4,602 million or 95% of the total amount of the Ministry's expenses.

- Grants to school boards totaled $3,147 million and consisted of
  - $3,139 million in instruction and support block funding and other enrollment driven funding offset by $135 million school property taxes already collected by opted-out separate school boards, who have the authority to requisition and collect levies on their residential and non-residential properties
  - $64 million in grants for the Alberta Initiative for School Improvement

- $27 million for the Student Health program
- Teacher salary enhancement funding of $52 million

- Grants to post-secondary institutions totaled $1,029 million and consisted of
  - $848 million in operating and conditional grant funding
  - $89 million in support through the Access Fund for program expansion
  - $36 million in funding based on post-secondary institutions' performance
  - $38 million in faculty retention and equity grants
  - $18 million in other program support for adult learning programs
- Grants to adult learners totaled $67 million and were comprised of
  - $48 million in assistance to learners in the form of remission benefits, maintenance grants, special needs bursaries, Alberta opportunities bursaries and achievement and other scholarships
  - $19 million in scholarships funded through the Alberta Heritage Scholarship Fund
- Other grants in the amount of $359 million included
  - Teachers' pension contributions of $113 million for current service and $111 million for past service
  - $110 million in financial assistance to private schools such as support for basic education, early childhood services, instruction grants and salary enhancements
  - $25 million in grants for other areas including community education programs and learning television

Looking Ahead: Opportunities and Challenges for Alberta's Learning System

Alberta continues to be recognized nationally and internationally for the excellence of its learning system. To improve upon this excellence, Alberta Learning and its stakeholders will strengthen the capacity to respond to significant, local and global influences and to use results to make improvements and inform decision making.

High Quality Learning Opportunities for All

Learners and learning stakeholders have rising expectations for a choice-filled, high quality, and safe learning system. Adding to these challenges, Alberta continues to face the complexities of significant demographic trends, including a growing senior population, an increasing Aboriginal youth population, an aging workforce, rural depopulation, an increasing immigrant population, and urban migration. Opportunities and challenges include:

- undertaking consultation initiatives and establishing review mechanisms in priority areas such as lifelong learning and learning technology to identify and assess stakeholder needs
- promoting the enjoyment of learning and the development of lifelong learning skills to provide a strong foundation for future life choices
- collaborating with stakeholders to assess trends, needs, best practices, and the learning technology opportunities as well as to clarify roles and responsibilities among Alberta Learning, learning providers, and learners on planning and implementing the use of technology in the learning system
- working with communities to address the learning needs of First Nations, Métis, and Inuit youth
- enhancing the learning system's ability to revise programming and curriculum to keep pace with the needs of a fast paced, knowledge-based society
- enhancing lifelong learning opportunities for Albertans through electronic access to learning resources and multimedia learning materials
- developing strategies to recognize the many related factors influencing student success
- attracting and retaining teachers and post-secondary faculty (given improved economies and an ever-shrinking pool of human resources) as the competition for these professions increases. The need for teachers of mathematics, science, and second languages in the basic learning system is especially great
- working with partners and stakeholders to respond to the needs of learners entering the system from outside Alberta and Canada
- enhancing education delivery methods to assist rural communities in maintaining quality service levels.

Excellence in Learner Outcomes

Providing a Strong Foundation for Children and Youth

It is critical that children start school ready to learn. Ensuring school readiness, for instance, may reduce the need for remedial services during and beyond school years. Alberta Learning works with its partners in other Alberta ministries, learning system stakeholders, and Alberta's parents to meet the basic needs of children and enable them to fully benefit from school. For Alberta's youth to take full advantage of opportunities beyond basic learning, well-rounded preparation for further learning, work and community participation is essential.

Opportunities and challenges include:

- promoting consistent and enhanced quality of education practices for students with special needs
- optimizing early childhood development programs and basic education to build a strong foundation of cognitive, physical, emotional and spiritual health
- addressing literacy issues in all age groups, as literacy is a basic foundation for all learning

- encouraging high school academic achievement and completion to enable participation in post-secondary education.

Preparing a Highly Knowledgeable and Skilled Workforce

Educational attainment is closely tied to individual success in the workforce and societal prosperity. For Alberta to continue to prosper, emphasis is needed on providing people in the workforce with appropriate lifelong learning opportunities, including those that recognize the pace of technological change, the aging demographic of Alberta's workforce, and the growing demand for skills and abilities that will require training programs.

Opportunities and challenges include:

- enhancing awareness of learning as an investment, of rising workplace skill requirements and skill development opportunities, the affordability of post-secondary education, and the financial support available to access post-secondary education
- enhancing transitions for learners through integrative approaches involving schools, industry, and business
- increasing upgrading and lifelong learning opportunities for individuals to gain greater competitiveness in the workforce
- continuing development and implementation of strategies to address industry's growing need for a highly skilled and trained workforce, and increasing workplace skill requirements, especially where there are expected labour shortages.

Highly Responsive and Responsible Ministry

Sustainability of the Learning system

In addition to maintaining high quality, relevant, accessible, and affordable learning opportunities in the short term, it is essential to sustain the learning system over the long term. Increasing public demand for lifelong learning options and choice filled, learner-centered instruction is creating a more globally competitive market. In the face of these and other changes, the learning system is striving to adapt to varied demands while sustaining itself over the long term.

Opportunities and challenges include:

- evaluating current funding models for basic learning authorities to assess the fairness, flexibility, and level of support
- developing a framework that would serve as the basis for future development and investment in the adult learning system
- streamlining administrative processes and information gathering requirements asked of Alberta Learning stakeholders
- best meeting the needs of Aboriginal Learners, immigrants, and special needs students
- making optimal use of technology to enhance learning and teaching
- updating standards for student assessment that measure the progress of Alberta's youth as they move through the school system
- working with Infrastructure to develop solutions for facilities' renewal and capacity that reflect the shared responsibility between governments, institutions, and communities
- clarifying roles and responsibilities for accountability among the federal government, the province, and learning providers
- providing for sustainable and equitable investment in the learning system throughout the province.

Through continued work with stakeholders, Alberta Learning will address these challenges and opportunities and improve upon the excellence of the learning system by further enhancing the strategic direction of the ministry.

Appendix 1
Summary of Accomplishments - Alberta Learning Business Plan
April 1, 2001 to March 31, 2002

Cross-Ministry Priority Initiatives and Government Administrative Priorities

Cross-ministry priority initiatives and administrative priorities have been established by government to address priorities that transcend the mandate of individual ministries. Each year, some of these are selected for special emphasis. Government's cross-ministry priority initiatives for 2001/02 were the Aboriginal Policy Initiative, the Economic Development Strategy, the Seniors Policy Initiative and Alberta Children and Youth Initiative. The Administrative priorities were the Alberta Corporate Service Centre, the Corporate Human Resource Development Strategy, the Corporate Information Management/Information Technology Strategy and the Alberta One-Window Initiative. The following briefly highlights Alberta Learning's major involvement in these priorities in 2001/02.

Cross-Ministry Priority Initiatives

Aboriginal Policy Initiative

- Completed and released the *First Nations, Métis, and Inuit Educational Policy Framework.*
- Completed developmental work on a consultation process for data collection with stakeholders and aboriginal communities regarding tracking progress toward goals identified in the Aboriginal Policy Framework and the *First Nations, Métis, and Inuit Educational Policy Framework.*
- In collaboration with industry and Aboriginal groups, implemented the Alberta Aboriginal Apprenticeship Project with the goal of increasing Aboriginal peoples' participation in apprenticeship training.
- Collaborated with Human Resources and Employment to develop the Aboriginal Pre-Trade Skills for Work Program.
- Worked with the University of Alberta to develop the Aboriginal Teacher Education Program.

Economic Development Strategy

- Signed an agreement with the federal government to develop a Provincial Nominee Program for Alberta and contributed to the development of Alberta's program, approved in March 2002. This program is designed to facilitate the immigration of workers into areas of labour shortages in Alberta.
- Supported the development and release of industry's *Alberta Construction Workforce Supply Demand Forecast 2002-2005* to address labour shortages.
- Worked with industry stakeholders to identify trades shortages, and develop and implement appropriate training and recruiting strategies.
- Established, in conjunction with Human Resources Development Canada and the Canada Immigration Centre, a temporary foreign worker process to assess foreign applicant trade credentials.
- Developed initiatives, measures and targets for Learning's contribution to Government's new Labour Force Strategy: *Prepared for Growth – Building Alberta's Labour Supply.*
- Increased post-secondary spaces in areas of high labour market demand including a temporary expansion of apprenticeship technical training seats to accommodate current industry needs.

Alberta Children and Youth Initiative

- Provided input, including Alberta Learning statistics and performance measures results for the Alberta *Children and Youth Initiative (ACYI) 2000-2001 Annual Report.*
- Supported the second Children's Forum in Calgary in October with a focus on improving the quality of life for Alberta's children and youth.

- Implemented a number of key strategies, including:
  - contributed to increasing the number of professionals trained in the area of Fetal Alcohol Syndrome through provision of training materials.
  - provided youth opportunity to access educational programs if detained under the protection of The Protection of Children Involved in Prostitution Act.
  - contributed to the development of a provincial integrated policy framework for the Children's Mental Health Initiative
  - developed Early Childhood Development initiatives to support healthy birth outcomes and parenting skills
  - developed a policy framework to assist youth in transitions from school to further learning and work
  - developed an Abbreviated Service Plan format as a first step in implementing the transfer of increased responsibility for student health to the Partnerships and in collaboration with Partnerships,
  - planned "Kids + Teams = Success" forum and have begun development of tools/instruments for measuring student outcomes.
- Began implementation of a Parent-Child Literacy Strategy to help children start school ready to learn.

Government Administrative Priorities

Alberta Corporate Service Centre (ACSC)
- Collaborated with ACSC on the Information Technology (IT) implementation phase of government corporate services model.
- Worked with ACSC to implement IT services provided to Learning and shared e-mail environment for Learning, Human Resources and Employment, and Children's Services.
- Negotiated an operational agreement with ACSC.

Corporate Human Resource Development Strategy
- Developed and initiated the Leadership Development and Continuity Plan for the Ministry.
- Initiated a multi-year human resources plan to coincide with the Ministry's multi-year business plan.

Corporate Information Management/Information Technology (IM/IT) Strategy
- Collaborated with Innovation and Science on the identification of Information and Communication Technology plans, initiatives and priorities.
- Participated in the development of government's Enterprise Architecture that defined corporate principles, standards and guidelines that will guide provincial IM/IT investment and design decisions.

Alberta One-Window Initiative
- Provided input on strategy development and website standards for the one-window initiative, Albertans' electronic gateway to government services.
- Initiated the redevelopment of the Students Finance System that will support one-window access for Albertans.

Goal One: High-Quality Learning Opportunities

During 2001/02 Alberta Learning continued to work with stakeholders and partners to provide a responsive, flexible learning system that:

- **meets the needs of all learners, society and the economy; and**
- **is flexible and provides a variety of programs and modes of delivery.**

Enhanced funding for changing needs

- Issued funds to post-secondary institutions for equity adjustments, and implemented a Faculty and Staff Retention Grant Program to aid post-secondary institutions in attracting and retaining faculty, staff, researchers and graduate students.
- Developed a model and issued funds to address un-funded enrolment in the Kindergarten to Grade 12 system.
- Responded to high-energy costs through development and delivery of a rebate program for post-secondary institutions.
- Reached a new agreement among the four western provinces on the Western College of Veterinary medicine.

Developing and updating curriculum

- Approved, printed and distributed interim programs of study for English Language Arts 10-1 and 10-2 to all superintendents, schools and post-secondary institutions.
- Developed Language and Culture programs in Spanish for grades 7 to 12, Ukrainian for kindergarten through grade 12 students, Italian for grades 10 to 12 and German for grades 7 to 12.
- Implemented programs of study for French Language Arts 20 and Français 20.
- Approved and distributed to schools updated programs of study and basic resources for Science 7 and 8 in both English and French.
- Distributed to schools revised Curriculum Handbooks for Parents.
- Completed and approved kindergarten to grade 9 Health program of studies in both English and French for optional implementation in September 2001.
- Integrated career education outcomes into Career and Life Management (CALM) program of studies in both English and French.
- Revised and approved the Pure and Applied Mathematics programs to reduce the length of the Pure Mathematics program and to more clearly identify the algebra content in the Applied Mathematics program.
- Authorized student and teacher resources to support Career and Technology Studies (CTS) courses in both English and French.
- Facilitated industry's review of course outcomes and examinations to ensure apprenticeship programs are keeping up with emerging skill requirements. The Alberta Apprenticeship and Industry Training Board approved updated course outlines for the following trades: crane and hoisting equipment operator - tower crane, electronic technician, motorcycle mechanic, parts technician and plumber.
- Posted on Alberta Learning's web site, Career and Technology Studies Information Processing 1060, an introductory course on spreadsheets.

Enhancing flexibility through alternate delivery

- Launched the LearnAlberta.ca Project web site to provide teachers, students and parents with project information and access to a variety of online learning resources including an online reference centre.
- Signed a licensing agreement with National Geographic for the use of video, CD-ROM and print resources in the preparation of online resources on natural science topics to support grades 1 to 9 science programs of study.
- Supported stakeholders in the second year of the Information and Communications Technology (ICT) curriculum by addressing implementation issues and providing additional information about new developments in ICT.
- Completed, in partnership with the Regional Consortia, Phase 1 of the Web Awareness workshop training, including participation of about 800 people from the Kindergarten to Grade 12 system and post-secondary learning institutions. Initiated Phase 2 of training.
- Provided funding support for completion of year 4 and initiation of Year 5 of the TELUS Learning Connection (TLC). Provided management support to the TLC Board and to the TLC provincial team to assist in setting directions, resolving issues, and enhancing the www.2learn.ca website in English and French
- Acquired educational broadcast programs and provincial duplicating rights for some programs through ACCESS-LTA.
- In response to industry demand, arranged for alternative delivery modes for apprenticeship technical training such as distance delivery; mobile delivery; Weekly Apprenticeship Training (WATS); and Competency Based Apprenticeship Training (CBAT).
- Facilitated the completion of Individual Learning Modules (ILMs) for automotive service technician, heavy equipment technician, millwright and machinist to make technical training more flexible.
- Clarified policies for charter schools and enhanced support for facilities and other areas that contribute to providing choice programs.

Meeting the needs of Aboriginal learners

- Collaborated with Human Resources and Employment to develop the Aboriginal Pre-Trade Skills for Work Program.
- Published Grade 9 Blackfoot and Cree curriculum materials.
- Submitted draft units of Nakoda 15 and 25 for the Recognizing Diversity & Promoting Respect (RD&PR) analysis.
- Identified institutional initiatives in response to the Native Education Policy Review, as part of the post-secondary institution visits.
- Completed the Native Education Policy Review with the assistance of the Native Education Policy Review Advisory Committee; established priorities for action and released the *First Nations, Métis, and Inuit Educational Policy Framework.*
- Developed a plan to work with Aboriginal communities, school jurisdictions, post-secondary institutions, and other government departments to collect Aboriginal learner information.
- Contributed to a cross-government database and tracking system to identify Aboriginal peoples' participation in programs by providing for self-identification of Aboriginal peoples on apprenticeship training and certification applications.

- Included Aboriginal representation in the designing of all Kindergarten to Grade 12 Social Studies programs.

Providing electronic solutions

- Consolidated initiatives to develop a *Learning and Technology Policy Framework*:
  - Held a Kindergarten to Grade 12/post-secondary Learning and Technology Forum to receive input on development of the draft policy framework
  - Completed a position on licensing and accrediting on-line learning programs that will be integrated into the *Learning and Technology Policy Framework*
  - Worked with the Alberta On-line Consortium (AOC) to support shared practices for the development of online content, instruction, and teaching practices. The AOC and Alberta Learning have undertaken research (the Schollie Report) regarding online learning and related student outcomes.
- Implemented new software standards for electronic information exchanges between the department and Kindergarten to Grade 12 stakeholders.
- Incorporated stakeholder requirements into the contract and customer service offerings for SuperNet. Resolved issues and communicated information to stakeholders regarding the Year 1 rollout and implementation process.

Expanding post-secondary programs to meet demand

- Established an agreement to transfer Alberta College – Edmonton programs to Grant MacEwan College, with technical studies transferred to the Northern Alberta Institute of Technology. Transferred operations will commence in the next academic year.
- Created more than 1,300 new post-secondary student entry spaces in priority areas such as health, business, teacher education and information and communication technology through the Access Fund.
- Created new programs, under the Access fund, in ultrasound, magnetic resonance imaging, geomatics and supply chain management. Under the apprenticeship part of Access, funded curriculum development in outdoor power equipment, elevator construction, and crane and hoist technology.
- Under the Access Fund, supported a new Aboriginal Teacher Education Program, delivered by the University of Alberta in conjunction with local colleges, to help meet the staffing needs of schools in aboriginal communities.
- In cooperation with post-secondary institutions, approved Math Transitions 101 designed for students who have completed Applied Math 30 but need Pure Math for post-secondary studies.
- Approved English 30-1 and 30-2 courses for entrance to various post-secondary programs.

Supporting community learning and involvement

- Increased annual grants to community-based voluntary organizations by 5%.
- Supported community-based voluntary organizations in delivering learning opportunities in over 84 communities, with over 86,000 participants accessing part-time, non-credit programming in the priority areas of adult basic literacy, English or French as a second language, citizenship, vocational/occupational, and community issues.

- Planned the strategy for development of a guide for school principals to enhance the knowledge, skills and attributes they need to work effectively with school councils and the larger educational community.

Meeting infrastructure needs of the adult learning system

- Consulted post-secondary institutions, in partnership with Alberta Infrastructure, to understand the ongoing capital needs. Institution business plans have identified capital needs for the next 5 years, including ongoing operations funding requirements.
- Ensured that issues around enabling and sustaining access to quality learning programs in sparsely populated rural communities were addressed in the Adult Learning Strategic Framework Initiative.
- Worked with Health and Wellness, Finance, Innovation and Science, and Infrastructure to determine ways to expand the doctor of medicine program and health research capacity.

A second desired outcome is system accessibility, so that:

- **all Albertans can participate in learning, including those with special needs**

Alberta Learning initiatives designed to promote system accessibility are summarized below.

Enhancing accessibility

- Released the results of the *Post-Secondary Accessibility Study*, developed in conjunction with external and internal stakeholders.
- Conducted the *2001 Students Finance Satisfaction Survey,* which showed the majority of students who used the various services offered by Students Finance were satisfied with them. 71% were satisfied with the length of time between their application date and notice of the funding decision; 90% said it was very easy or somewhat easy to complete the application on their own and 24% (more than double the preceding year) had used the Adult Learning Information System (ALIS) website.
- Developed and released *Planting the Seeds, Growth in Rural Education - a Series of Choices* in partnership with Buffalo Trail Regional Division and the Alberta School Boards Association.
- Addressed issues identified by the Minister's Committee on Admission and Transfers: acceptance of high school courses for post-secondary admission, transfer issues, consistency of grade conversion, and exploration of a common application form. One specific outcome was the acceptance by the universities and private university colleges of a common grading scheme.

Improving programs and services for children with special needs

- Prepared and released the first issue of the *Effective Practices in Special Programs - Transition Planning* newsletter at the Special Education Conference in October 2001.
- Developed and implemented a pilot of *Programming Standards Review for ECS and Grades 1 – 12* to ensure compliance with provincial policy and the requirements in the *Guide to Education for Students with Special Needs*.
- Implemented 37 recommendations from *Shaping the Future for Students with Special Needs: A Review of Special Education in Alberta*, including a proposal to allow Regional Consortia to provide teachers with professional development needed to support students with special needs.

- Published *Fetal Alcohol Syndrome Prevention: Teaching for Prevention and Healthy Life Skills K–12*, and *Make School Work For You*.
- Prepared the first draft of the *Special Education Accountability Discussion Paper* and shared it with the Special Education Advisory Committee in preparation for release of the draft discussion paper/workbook for stakeholder review in early 2002.
- Completed all Jurisdiction profiles for severe disabilities funding and shared with Directors of Special Education and Superintendents. School jurisdictions received funding for students with severe disabilities in grades 1 – 12 based on the jurisdiction profiles.
- Completed revisions to the *Guide to Education for Students with Special Needs* and prepared a draft document entitled *Standards for Special Education* that incorporates stakeholder feedback from parent consultation sessions, the May 2001 Special Education Symposium, focus groups of directors of special education, and the Special Education Advisory Committee.

Meeting the needs of employers

- Conducted a survey of employers who indicated that they are very satisfied with apprenticeship technical training and with the skills of certified journeymen working for them.
- Designated outdoor power equipment technician as a new trade effective April 1, 2001, and steel detailer as a new occupation effective January 1, 2002.
- In concert with post-secondary institutions, the College of Alberta School Superintendents (CASS) and the Alberta Teachers' Association (ATA), conducted an interim survey of education graduates on the efficacy of their teacher preparation programs.
- Conducted a survey of employers of recent high school and post-secondary graduates. Overall, 90% of employers were satisfied with the skills and quality of work of the graduates they hire.

A third desired outcome is system affordability, so that:

- **cost is not a barrier to learners participating in learning opportunities; and**
- **the learning system is affordable.**

The following Alberta Learning initiatives in 2001/02 addressed system affordability.

Ensuring post-secondary study is affordable

- Consulted with post-secondary student and institution representatives regarding the *Tuition Fee Policy*. Provided options for consideration, and the policy will also be considered in the context of the Adult Learning Strategic Framework Initiative consultation.
- Implemented the Student Loan Relief Benefit on August 1, 2001 with about 8,400 first-year first-time students receiving the benefit.
- Implemented direct lending of provincial student loans to respond to the banks' decision to not renew risk-share lending contracts. $82 million in Alberta Student Loans have been issued since July 31, 2001.
- Provided financial assistance with increased awards to approximately 46,500 students.

Goal Two: Excellence in Learner Achievement

One of the desired outcomes is that learners demonstrate high standards across a full range of areas, optimizing full potential.

Improving learner assessment and achievement

- Alberta students achieved their best ever results on the 2001 School Achievement Indicators Program (SAIP) Mathematics Assessment and ranked number one in Canada for problem solving.
- Published results in 2001 indicated that Alberta students scored the highest marks in reading and were among the top three in science and mathematics in the Organization for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA 2000).
- Completed a study that led to the proposal of 18 recommendations for improving student achievement in Kindergarten to Grade 9 mathematics.
- Developed and administered diploma examinations in 13 subjects and achievement tests for three grades and five subjects and reported results to school authorities and the public. The 13 diploma exams were administered in June, August and January, and 3 exams were administered in April and November. Overall more than 1.2 million student assessments were processed and scored.
- Responded to the need for a more meaningful assessment of potential apprentices by implementing the alternative assessment tools (entrance examination) in September 2001.

High quality teaching and instruction

- Produced the *Guide to Assist School Jurisdictions to Retain and Recruit Teachers*.
- Developed and released *Promising Practices in Teacher Recruitment and Retention* in collaboration with the College of Alberta School Superintendents.
- Approved over 730 Alberta Initiative for School Improvement (AISI) projects.
- Held an AISI conference in November 2001 to provide the opportunity for those involved in AISI to share and learn from the most effective practices that enhance teaching and student learning.
- AISI Project Annual Reports demonstrate commitment by school authorities to enhance teacher knowledge and skills through extensive professional development.
- Implementation of AISI projects across Alberta resulted in the engagement of an additional 600 teachers.
- The Faculty Attraction and Retention Working Group completed its review and prepared a recommendation report for the Minister that outlined strategies.

Recognition of learner achievement

- In total over $29.7 million in scholarships were awarded to more than 17,000 outstanding Albertans, including:
  - Expanded the Jason Lang Scholarships to 1,500 third year students, issuing approximately $5 million to post-secondary students entering their second or third year of full-time studies. Plans to further expand the scholarship to 4th year post-secondary students starting in 2002/03 were announced.
  - Issued over $1.8 million in graduate scholarships to more than 900 graduate students.
  - Issued more than 1,800 athletic scholarships, representing a total of more than $2.9 million.
  - Increased the number of Heritage Scholarships, awarding over $19 million to 9,300 Albertans.

- Awarded over 7,400 Rutherford Scholarships, 50 Registered Apprenticeship Program (RAP) scholarships and 2 additional Grant MacEwan United World College scholarships were awarded, bringing the total to 8.

- Industry raised over $1 million and Alberta Learning provided $2 million in matching funds to create a new general scholarship program to fund annually 165 apprentice scholarships of $1,000 each. The combined fund will create a perpetual scholarship program ensuring apprentices are recognized and rewarded for their excellence.
- Assisted the Alberta Apprenticeship and Industry Training Board in honoring 56 apprentices from across Alberta with a 2000-2001 Top Apprentice Award for their achievement in the final year of their apprenticeship program.
- Increased awareness of Skills Canada as a means of promoting apprenticeship training through provincial and national trade skill competitions. There has been a steady increase in competitors.
- 83% of Alberta's graduating apprentices were certified and received their Interprovincial Standards (Red Seal) Program designation that allows them to work across Canada in their trade.
- Provided International Qualification Assessment System (IQAS) certificates to approximately 2,100 individuals that will assist them with entry into the labour force and institutions.
- Very high levels of satisfaction were reported by the *2001 Customer Evaluation Survey for International Qualifications Assessment System (IQAS)*. 91% of respondents claimed overall satisfaction with IQAS; 94% said they would recommend IQAS to others who need an educational assessment and 94% indicated that their assessment would help employers to understand their qualifications.

A second desired outcome of this goal is that learners complete programs.

- Released the *Removing Barriers to High School Completion* report and developed an implementation plan.
- Developed, in consultation with school jurisdictions, a new methodology for calculating high school completion rates appropriate for the school jurisdiction level.
- Released the high school completion rates to jurisdictions and posted rates for the first time on the Alberta Learning website.

Goal Three: Well-Prepared Learners for Lifelong Learning, the World of Work and Citizenship.

A desired outcome of this goal is that Alberta Learning works towards ensuring learners are well-prepared for lifelong learning.

Children start school ready to learn

- Implemented the first year of the *Parent-Child Literacy Strategy* which provided training and awareness raising materials for family literacy practitioners; funding 40 projects that benefited over 5,000 families with preschool children; and developing demonstration projects with two Children's Services Home Visitation programs.
- Funded 30 family literacy projects that benefited over 5,000 parents and over 5,000 pre-school children.

- Implemented an accountability framework for the *Family Literacy Strategy*, a comprehensive initiative for parents with children up to age 6 to improve family literacy practices and children's readiness for school.
- Developed an inventory of the best assessment tools for describing levels of learning in pre-school children.
- Summarized and presented research on assessing the school readiness of Alberta's children to a cross-ministry Deputy Minister's committee.
- Contracted with five school jurisdictions for Early Childhood Services teachers to pilot McMaster University's Early Development Instrument in spring 2002 and evaluate its ability to assess school readiness in Alberta.
- Developed a prototype for Kindergarten to Grade 3 curriculum linkages.

Contributing to lifelong learning

- Implemented a rural innovation and access strategy, plus a strategy to increase access to English as a Second Language in rural communities.
- Assisted over 14,000 immigrants, with settlement services, and English language assessment and referral services. In addition, 2,300 adults in over 74 communities worked to improve their basic literacy skills with the help of volunteer tutors.
- Adult Albertans contributed 300,000 volunteer hours assisting community-based adult learning.
- Released the Member of the Legislative Assembly (MLA) *Committee on Lifelong Learning "What We Heard"* report and provided a report on the recommendations to the Minister of Learning.
- Completed the *Campus Alberta* report on the vision, providing goals and principles for creating a learner-centered system.
- Introduced a revised Achievement in Business Competencies (Blue Seal) program, encouraging Alberta-certified trade and occupational certificate holders to enhance their business knowledge and careers. Under this program, certificate holders can receive credit for relevant course work, employment and practical experience. Programs offered by NAIT, SAIT and Athabasca University provide the business skills needed to qualify for a Blue Seal.

A second desired outcome is that learners are well-prepared for work so that learners are successful in finding/maintaining work.

Preparing learners for the world of work

- Collaborated with Human Resources and Employment to effectively make changes to enhance the delivery of services, navigation and search functionality on the Adult Learning Information Services, EdInfo and OccInfo websites which assist in career planning.
- Validated and approved Information Processing and Communication Technology courses.
- Developed Electro-technologies and Financial Management courses.
- Developed Career and Technology Studies (CTS) accreditation agreements for warehousing, and updated the accreditation for welders in order to allow high school students to obtain credit for their high school training.
- Increased student participation in the Registered Apprenticeship Program (RAP) in 2001/02 by 29% over the previous year, with over 180 high schools now participating in RAP.

- Provided leadership and support for interprovincial initiatives that enhance trades training and recognition across Canada, through the Canadian Council of Directors of Apprenticeship (CCDA) and the Interprovincial Standards Examination Committee (ISEC) for interprovincial mobility.
- Worked with post-secondary institutions to address collaboration initiatives between institutions (e.g. University business programs, conjoint nursing and accelerated nursing programs).

A third desired outcome is that learners are well-prepared for citizenship, so that:

- **learners have the knowledge, skills and attitudes to become contributing members of society; and,**
- **learners have an awareness of the increasing global interdependency.**

Following are key accomplishments that assisted the Ministry in preparing learners for citizenship.

Preparing Learners for Citizenship

- Released the International Education Strategy to stakeholders to provide direction to Alberta Learning's efforts to raise the international profile of Alberta's learning system and prepare Albertans for participation in an increasingly global economy and society.
- Renewed teacher exchange agreements with New South Wales and Queensland, Australia to facilitate ongoing teacher exchanges.
- Included outcomes that address citizenship in the draft Kindergarten to Grade 9 Program of Studies.
- Launched student exchanges with Jalisco, Mexico with two Alberta high school students participating and provided Ministerial awards to support four Jalisco students attending Alberta post-secondary institutions.
- Adopted the International Education Strategy to guide efforts to internationalize the province's education system.

Promoting second language learning

- Completed and distributed the French language consultation report.
- Completed French language Kindergarten to Grade 9 Western Canadian Protocol (WCP) Common Curriculum Framework.
- Promoted second language learning through cooperative ventures with stakeholders.
- Conducted an inventory of second language credit programs in 13 post-secondary institutions, which showed more than 14,000 students registered in 25 different language courses.
- Developed an Enhancing Second Language Learning Project web page on the Alberta Learning web site that provides initial information/updates in regard to the Project tasks.

Goal Four: Effective Working Relationships with Partners

A desired outcome of this goal is that Alberta Learning strives to ensure joint initiatives meet the learning needs of Albertans.

Meeting the learning needs of Albertans through partnerships

- Promoted the benefits of a healthy, active lifestyle in schools through implementation of the Ever Active School project in partnership with Children's Services, Community Development and Health and Wellness.

- Designed a set of criteria in conjunction with Infrastructure to help determine capital project prioritization for the building of new schools.
- The partner satisfaction survey indicated that cross ministry partners have a high degree of satisfaction with their working relationships with ministry staff. 83% of respondents from partnering ministries agreed they have effective working relationships with Alberta Learning staff, up from 73% the previous year.
- Developed an issues paper identifying key issues associated with indirect costs of research and infrastructure needs in collaboration with Innovation and Science, and through discussion with universities.
- Initiated discussions with Innovation and Science to respond to the federal Innovation Strategy.
- Identified the key issues and trends that would set the context for the Adult Learning Framework consultations. Developed two key papers to facilitate the consultation, and held a two-day workshop with a broad cross-section of stakeholders to identify next steps and confirm issues.
- Conducted consultations for the Tuition Fee Policy Review and Faculty and Staff Attraction and Retention. The Faculty Attraction and Retention Working Group completed its review and prepared a recommendation report for the Minister that outlined strategies.
- Drafted the Accessibility Communication Framework and developed consultation processes and enhanced communications with stakeholders.
- Developed and supported a variety of partnerships with the federal government, other provincial governments and Human Resources and Employment to initiate a national language competencies standard for English as a Second Language programming.
- International Qualifications Assessment Service (IQAS), a founding member of the Alliance of Credential Evaluation Services of Canada, received the Canadian Recognizing Learning Award.

Enhancing integration of lifelong learning

- Organized the Alberta Student Number (ASN) Online Assignment Study by post-secondary institutions into two main phases: ASN inquiry phase and Learner Registry (ASN Assignment) phase. Completed an ASN Inquiry prototype for review with participating ministry business areas, partners and stakeholders, with implementation of ASN Inquiry scheduled for spring 2002 and the first phase of implementation of the new registry system planned for fall 2002.
- Consulted with over 160 community-based stakeholders in the drafting and introduction of the *Community Adult Learning Program Policy*.
- Led the Parent/Child Literacy Strategy Implementation Team, which included members from Health and Wellness, Human Resources and Employment, Justice and Attorney General and Alberta Aboriginal Affairs and Northern Development.

Providing learning resources

- Negotiated with ten publishers to reduce the costs of learning resource materials by an additional 5%.
- Produced selected learning resources through agreements with publishers at reduced costs to school jurisdictions.

Developing collaborative and consultative models

- Provided research and analysis support at Future Summit fall sessions and the February conference.

- Co-led the cross-ministry initiatives of the Economic Development Strategy, People and Prosperity, Alberta Youth Employment Strategy, Alberta Labour Force Development Strategy and the Alberta Children and Youth Initiative, and supported the Seniors Policy Initiative, and the Aboriginal Policy Initiative.
- Led development of Alberta policy responses to federal immigration legislative changes and negotiated a provincial nominees immigration agreement.
- Held a successful interprovincial Ministers' conference that established inter-provincial priorities in online learning and concluded with Alberta being assigned leadership on initiatives to move forward on connectivity, research and best practices, and content development issues in technology and learning.

Clarifying roles, responsibilities, and accountabilities

- Completed Athabasca Tribal Council Schools Review consultations and advice.
- Negotiated and signed an agreement with the Métis Nation of Alberta to improve the coordination and efficiency in the delivery of supports and services related to education for the Métis people.

Improving effectiveness

- Provided input on strategy development and website standards as a participant on cross-ministry web development work teams for the Alberta One-Window Initiative, Albertans' electronic gateway to government services.
- Piloted Effective Behaviour Supports (EBS), Phase 2 of the Safe and Caring Schools Initiative with 124 schools participating in the EBS pilot and trained 89 coach-facilitators throughout the province.
- Collaborated with International and Intergovernmental Relations on the South Africa Teacher Development Project and Western China Project which provides teacher professional development through distance delivery.
- Collaborated with Infrastructure to facilitate development of joint-use facilities between public and separate school jurisdictions in communities.
- Worked collaboratively with the Students Finance Board in developing and implementing a strategy for improving the awareness among school boards, superintendents, and school-based staff regarding post-secondary financing options for students.
- Provided support to the Alberta Home and School Council Association (AHSCA) in its role as Chair of the Implementation Planning Committee on the Minister's Forum on School Councils Recommendations.
- In collaboration with partners, completed a guide to assist principals engaged in the ongoing supervision and evaluation of teachers. The guide is under review and scheduled for release in the fall 2002.
- Completed the Data Collection Consultation in coordination with the Information Data Management Committee, the College of Alberta School Superintendents (CASS), and the Alberta School Boards Association (ASBA). Identified and implemented a number of improvements to ensure relevant data collection and effective data management practices.

A second outcome is that joint initiatives contribute to the achievement of the social and economic goals of the province.

Recognition of Achievement

- Assisted the Alberta Apprenticeship and Industry Training Board in presenting awards of excellence to:
  - two employers and two instructors for their exceptional efforts in training apprentices and continuing support of the apprenticeship and industry training system and
  - four long-serving industry network members for outstanding commitment to a specific trade and to the principles of apprenticeship.

Goal Five: Highly Responsive and Responsible Ministry

Demonstrating value for dollars is a key outcome for this Alberta Learning goal.

Maintaining Services

- Defined acceptable service levels for library services to the ministry in consultation with Alberta Corporate Service Center (ACSC) Library Director and Alberta Government Library committee.
- Established service level agreements regarding distributed computing support along with our partners including: ACSC, Human Resources and Employment, Children's Services and Persons with Developmental Disabilities.
- Increased Kindergarten to Grade 12 funding by 6.9% from $2.9 billion to over $3 billion.
- Increased funding to post-secondary institutions by 7.9% to approximately $1 billion.

Ensuring sound financial policies and practices

- Adjusted spending to reflect the downturn in the global economic environment in a manner that had the least impact on students, school jurisdictions and post-secondary institutions.
- Implemented growth and density funding changes for the Kindergarten to grade 12 learning system.
- Completed a review of the current funding frameworks that exist across North America for school jurisdictions as part of the K-12 Funding Framework Review to be undertaken in spring 2002.
- Simplified and improved the financial reporting requirements of school jurisdictions.
- Critically evaluated school jurisdictions' and post-secondary institutions' financial statements to monitor their fiscal health and identify any reporting deficiencies.
- Increased monitoring of funding claims from school jurisdictions. Attention was given to funding for high school course completions, including Career and Technology Studies.
- Collaborated with Francophone school authorities to pool federal funding and other funding sources to better meet the needs of all francophone students.
- Implemented monthly Alberta School Foundation Fund payments to opted-out school jurisdictions.

A second outcome is that Alberta Learning will show leadership and continuous improvement in administrative and business processes and practices.

Alberta Learning accomplished a number of business improvements in 2001/02, as listed below.

Enhancing accountability and validating program quality

- Endorsed a set of 37 outcomes for the Early Childhood Services to Grade 12 learning system that were used to develop a draft set of indicators and measures.
- Updated guidelines for school authority planning and results reporting in consultation with stakeholders, including improving linkage between education and facilities planning and updating provincial priorities.
- Reviewed school jurisdiction plans and results reports, provided feedback to jurisdictions and used the information in planning system improvements.
- Consulted with stakeholders to improve business planning guidelines for post-secondary institutions, developed annual report guidelines, and improved timeliness and completeness of data collected. Updated reporting manuals for all accountability systems. To improve accountability, provided information back to institutions for verification prior to funding. Provided training on all accountability reporting systems to post-secondary institutions.
- Initiated a comprehensive review of existing Key Performance Indicators and Management Information. Through consultations with institutions, performance measures were simplified and collection process streamlined. Also developed draft recommendations that included allowing measures to evolve in response to key policy reviews.
- Prepared a revised Performance Envelope model and discussion paper, and developed a model to include business plan specific performance measures in post-secondary business plans.
- Developed a plan for monitoring home education programs, with monitoring to be completed in spring 2002.
- Introduced ACCESS – Learning Television Alberta (LTA) accountability framework development processes that guided the preparation of the first ACCESS annual results report.

Improving business processes

- Implemented significant improvements to the Ministry website: for example, implemented the Adult Learning stakeholder component of the extranet site.
- Initiated the redevelopment of the Students Finance System which is proceeding according to schedule with implementation targeted for 2003.
- Began the redevelopment of International Qualification Assessment System (IQAS), which is proceeding according to schedule with completion targeted for late 2002.
- Identified the key issues and trends that would set the context for the Adult Learning Strategic Framework consultation. Developed two key papers to facilitate the consultation, and held a two-day workshop with a broad cross-section of stakeholders to identify next steps and confirm issues.
- Completed and evaluated the pilot of PEAK software as a tool to manage business activities. PEAK will continue to be used for specific information management processes.
- Began development of the Apprenticeship, Trade and Occupation Management System (ATOMS) project to revise the Apprenticeship and Industry Training electronic databases to enhance client service effectiveness and efficiency.

Leadership and continuous improvement

- Developed and aligned the functional framework for the Students Finance System with the Ministry Enterprise Architecture initiative.
- Completed an environmental scan of the adult learning system and incorporated it into the system profile document.
- Provided input to cross-ministry environmental scan with input from all divisions.
- Provided regional enrolment forecast and participation rate information to post-secondary institutions.
- Initiated discussions concerning enrolment management and developed a regional profiles prototype.
- Initiated a project to assess the level of unmet demand within the post-secondary system and identify potential barriers to access.
- Identified key institution and system opportunities and challenges through a review of post-secondary institution business plans and on-site visits with the goal of influencing subsequent department business plans and funding decisions.
- Ensured alignment of post-secondary institution business plans with Ministry and Government of Alberta goals.
- Completed Alberta's contribution to the examination banks for the Interprovincial Computerized Exam Management Systems (ICEMS).
- Improved and simplified record books, in partnership with the Alberta Apprenticeship and Industry Training Board, by introducing a single format and design for all trades. The record books track the progress of an apprentice with an employer.

Improving business and strategic planning

- Developed a *Strategic Information Report* to help inform the department's long range and 2002-2005 business planning activities.
- Released to staff and other ministries a departmental *Public Consultation Framework and Resource*.
- Developed the *Key Initiatives Report* to track departmental priority projects. The key initiatives and report were approved and are maintained on the PEAK network.
- Developed a re-designed Operational Planning process that was approved for implementation.
- Identified the need for greater coordination of Issues and Good News Management to ensure the core business goals are being achieved. Developed common definitions and a communication process to ensure consistency across Field Services.
- Delivered workshops to public and private school principals across the province on topics related to school administration and provincial planning requirements.
- Completed the Risk Management module of the Results Oriented Government (ROG) training program. The Operational Planning module will be integrated into the ROG training modules.
- Improved the effectiveness of apprenticeship and industry training field delivery and administrative processes to address increased business (over 38,000 apprentices, an increase of 17% over the previous year) while maintaining industry satisfaction.

Implementing human resource initiatives

- Initiated a multi-year human resources plan to coincide with the Ministry's multi-year business plan.
- Implemented wellness initiatives including the Weight Watchers Program, Yoga, sessions on Parenting Teens, and continued the flu shot program.
- Enhanced the recognition program to more formally recognize employees' achievements in the year.
- Provided human resource, financial and administrative services to International and Intergovernmental Relations and Aboriginal Affairs and Northern Development.
- Implemented the Results-Oriented Government learning strategy within the Ministry.

Improving electronic solutions

- Initiated the Corporate Data Warehouse Re-Design project with the architecture to support additional data requirements.
- Posted counseling sheets and course outlines on the Internet for clients, improving their access to Kindergarten to Grade 12 and Adult Learning information.
- Provided on-line access to Alberta high school marks, reducing the processing time for client applications.
- Set up access to the Skilled Trades Information System (STIS) electronic database through laptop computers so that apprenticeship and industry training staff can access important client information while doing shop visits.
- Implemented an electronic Credit Enrolment Unit process for school jurisdictions to use in conjunction with the Revenue Allocation and Credit Enrolment Reporting System.
- Improved bandwidth on several Alberta Learning wide area networks, including establishment of a high-speed fibre connection between Commerce Place and the Devonian Building.
- Developed with all divisions and Communications a Web-based Communications Management Plan to establish a governance structure for coordinating teams involved in web-based communications such as the Internet/intranet/extranet. Redesigned and launched Alberta Learning's intranet site, *InSite*.
- Re-organized and updated the Planning Resources website for school authorities.
- Collaborated with Human Resources and Employment to effectively make changes to enhance the delivery of services, navigation and search functionality on the Alberta Learning Information Services, EdInfo and OccInfo web sites.
- Designed a new Learning and Technology website as a prototype for Learning's new Internet site, with several features targeted to stakeholders.
- Completed development and implemented an innovative technology application, the Annual Report Item Management System (ARIMS), to improve the efficiency of preparing the Annual Report.

Appendix 2: Endnotes for Performance Measures

Endnote A: Notes on Surveys

Public/Client Surveys

Alberta Learning regularly commissions telephone surveys of random samples of the Alberta public and key client groups. The purpose of these surveys is to obtain perceptions of how the learning system is performing in meeting learners' and society's needs and expectations. Professional survey research firms are contracted to conduct the surveys using trained interviewers and the Computer-Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firms and provided to Alberta Learning.

The following table provides sampling information about the surveys of Albertans conducted for Alberta Learning in recent years that are reported in this Annual Report. The information includes the respondent groups surveyed, corresponding sample sizes and the confidence intervals for each survey. Results are considered accurate within the confidence interval 19 times out of 20 (i.e. a confidence level of 95%).

Alberta Learning Public/Client Surveys: Sample Sizes and Confidence Intervals

Survey		1997/98	1998/99	1999/00[4]	2000/01	2001/02[5]
Public (re ECS – 12 system)	Sample	800[1]	802[2]	2,008	2,154	1,171
	Confidence interval	±3.5%	±3.5%	±2.2%	±2.2%	±2.9%
Public (re adult learning system)	Sample	--	2,000[2]	3,000	3,001	1,171
	Confidence interval	--	±2.2%	±1.8%	±1.8%	±2.9%
Adult Learners[3]	Sample	--	1,000	992	998	420
	Confidence interval	--	±3.1%	±3.2%	±3.1%	±4.8%
Graduates of Apprenticeship Programs	Sample	--	3,141	--	2,948	--
	Confidence interval	--	±1.7%	--	±1.8%	--

Notes:

[1] The 1997/98 survey of the public was commissioned by the former Ministry of Education (Alberta Education).

[2] In 1998/99 two separate surveys were conducted to obtain public opinions. The Alberta Education survey asked a random sample of the general public about the ECS - 12 system. The other survey was conducted for the former Ministry of Advanced Education and Career Development and asked a random sample of the general public about the adult learning system.

[3] Adult learners are a subset of the public. Adult learners are defined as those Albertans aged 17 and over who have participated in a credit or non-credit course in Alberta in the last 12 months prior to the survey.

[4] In 1999/2000 and subsequent years Alberta Learning commissioned a survey of the public that captured opinions on both the ECS – 12 and adult learning systems. The general public was over sampled in 1999/2000 and 2000/01 (increasing the number of respondents providing opinions on the ECS – 12 system and the adult learning system) to obtain the desired sample of adult learners.

[5] In 2001/02 the general public was not over sampled. Due to the teachers' job action the survey was not in the field long enough to enable over sampling.

The public/adult learner survey is conducted annually. The survey instrument uses four-point response scales ("Very satisfied/Satisfied/Dissatisfied/Very dissatisfied" or "Strongly Agree/ Agree/ Disagree/ Strongly Disagree"), depending on the question, and provides a "Don't Know" option. Results presented are the percentages of respondents who were "very satisfied/satisfied" or who "strongly agreed/agreed". Survey results are available online at http://www.learning.gov.ab.ca/pubstats/research.asp

The survey of apprenticeship graduates is conducted every other year. Graduates are surveyed between six and eighteen months after completing their program. The survey instrument uses a four-point response scale ("Very satisfied/Somewhat satisfied/Somewhat dissatisfied/Very dissatisfied"), and provides a "Don't Know" option. Results presented are the percentages of respondents who were "very satisfied/somewhat satisfied". For information on the results of the apprenticeship graduates survey, contact the Apprenticeship and Industry Training Division at 427-8768.

Alberta Learning Surveys of Partners and Stakeholders

Each year, Alberta Learning commissions telephone surveys of partners and stakeholders. For the purpose of these surveys, partners are representatives of other Alberta government ministries that have worked with Alberta Learning on specific projects during the last 12 months, and stakeholders are representatives of learning system organizations. Some of these organizations are specifically established by legislation, and all have as their mandate a broad and dedicated interest in the learning system.

These surveys use a judgment sampling method and are conducted with partner and stakeholder representatives to obtain perceptions about their working relationships with Alberta Learning staff. The partner and stakeholder surveys capture all major projects in which partners in other ministries worked with Alberta Learning staff and all major stakeholder organizations that have an on-going relationship with the Ministry. Respondents were selected with broad input from senior Ministry staff. Stakeholder selection identified individuals in senior positions in their organizations who have a broad understanding of the learning system and were in the best position to provide meaningful responses. Samples included representatives of the largest post-secondary institutions and school jurisdictions because of their impact on significant numbers of learners. The table below indicates the number of partner and stakeholder representatives surveyed each year.

Partner and Stakeholder Surveys: Sample Sizes

Year	Partners	Stakeholders	Total
1999/2000	38	14	52
2000/01	33	28	61
2001/02	35	28	63

The survey instrument used a five-point response scale with responses of "Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree". Results presented are the percentages of total respondents who "strongly agreed/agreed" to the survey question, i.e., the weighted average. Results of the 2001/02 surveys are available online at http://www.learning.gov.ab.ca/pubstats/research.asp.

Core Human Resource Measures Survey

Data are collected through The *Government of Alberta Core Human Resources Measures Survey,* coordinated by the Alberta Personnel Administration Office (PAO). Random sampling is used to interview both management and non-management staff. Telephone interviews are conducted using the Computer Assisted Telephone (CATI) system. The survey instrument uses five-point response scales, e.g. "Strongly Agree/Agree/Neither Agree nor Agree/Disagree/Strongly Disagree". The percentages of respondents who "Strongly Agreed/Agreed" are reported. Additional information is available at http://www.gov.ab.ca/pao/corporate/corehr/core-hr-measures-project.htm.

Sample sizes and confidence intervals for each year are provided in the table below. Results are considered accurate within the confidence interval at the 95% confidence level, i.e., 19 times out of 20. Information for 1998/99 represents the weighted average results for the former Ministries of Education and of Advanced Education and Career Development (AECD).

Employee Surveys: Sample Sizes and Confidence Intervals

Survey Year	Respondent Group	Sample Size	Confidence Interval
1998/99	Alberta Government	2,312	±2.0%
	Alberta Education	103	±8.5%
	AECD	116	±8.5%
	Former ministries combined	219	±5.9%
1999/00	Alberta Government	3,585	±2.0%
	Alberta Learning	499	±4.0%
2000/01	Alberta Government	4,408	±2.0%
	Alberta Learning	418	±3.4%
2001/02	Alberta Government	4,318	±2.0%
	Alberta Learning	411	±3.4%

Use of Confidence Intervals in Alberta Learning's Annual Report

A confidence interval is expressed as a percentage above and below an obtained result. A confidence interval indicates how much variation from the obtained results one might expect as a consequence of sampling and diversity among respondents.

Alberta Learning uses confidence intervals to determine:

- whether differences in results over time are merely the result of sampling variations or represent actual change, and
- whether differences across similar questions or among respondent groups to the same question are merely the result of sampling variations or represent actual differences.

When comparing results of survey questions over time or among respondent groups there is an actual difference between two survey results if there is no overlap between the confidence intervals of the two observed values. When the difference falls outside the confidence intervals, it is acknowledged in the text

with such descriptors as increase, change, significant difference. When the results do not fall outside the confidence interval the text indicates that results are similar or stable over time.

The following hypothetical examples illustrate:

a) two survey results where the confidence intervals overlap and, consequently, there is no real difference between the two survey results, and
b) two survey results where the confidence intervals do not overlap and, consequently, there is a real difference between the two survey results.

a) If two survey results are 76% and 80%, both with a confidence interval of 2.5%, the upper limit of the confidence interval for the "76%" result is 78.5%, and the lower limit of the confidence interval of the "80%" result is 77.5%. Since the confidence intervals "overlap", it cannot be concluded that there is a real difference between the two survey results, as the observed difference could be due to sampling variation.

b) If the two survey results are 74% (with a confidence interval of 2.5%) and 80% (also with a confidence interval of 2.5%), the upper limit of the confidence interval for the "74%" result is 76.5%, and the lower limit of the confidence interval of the "80%" result is 77.5%. Since the confidence intervals "do not overlap", it can be concluded that there is a real difference between the two survey results, as sampling variation alone does not account for the observed difference.

Endnote B: Technical Note on Targets and Trendlines

Targets

Performance on a measure is considered to have met the target if the result is at or above 95% of the target value. For example if result is 77% on a measure with a target of 80%, then the target has been met since the performance (77%) represents 96.3% of the target. As another example, if the result on the same measure is 75%, then the target has not been met since 75% represents only 93.8% of the target. This method of assessing performance represents a high level of achievement in relation to the target, i.e. clearing a hurdle. The 95% rule acknowledges the variability in data as well as the complexities of the learning system. In such an environment, targets are general objectives rather than specific values, and achieving 95% of the target value indicates results are "in the ball park".

The 95% rule is not used to assess achievement of targets for provincial achievement tests which are administered to students in grades 3,6 and 9. It does not apply to the results for students who wrote as that set of results represents the achievement of the students who took the test and there is negligible variability. The rule also does not apply to the results for all students in grade as those results are the minimum possible and under-represent the true results for the population had all students in the grade taken the test.

Trendlines

Linear trendlines are an aid to interpreting the results for measures reported in the Annual Report. Trendlines augment data interpretation techniques already in use such as the calculation of margins of error, which is used to determine the significance of a change between two data points. Trendlines provide a useful method of understanding the year-to-year fluctuations over the longer term, since most measures have data spanning three or more years. Trendlines move the focus from smaller year-to-year changes to information about the longer-term direction of the data and whether or not it is tracking towards the performance target for the measures with targets.

Comments in the text on results having more than three data points are supported by linear trendline analysis. The calculation below provides a best-fit straight trendline based on the least amount of aggregate variance between the actual data points (reported values e.g. % satisfaction) and the estimated value points that compose the trendline, using the least squares method:
$Y=mx+b$ where m is the slope and b is the y-intercept.

Endnote C: Methodology for Performance Measures

Post-Secondary Graduates' Satisfaction

Satisfaction surveys of graduating post-secondary students are conducted every other year by publicly funded post-secondary institutions. Students are surveyed prior to graduation to increase the response rate and minimize the effect final marks may have on satisfaction results. Most institutions used a census survey method, which attempts to obtain responses from all graduating students. The University of Alberta and the University of Calgary surveys used a quota sampling method which targeted achieving a response rate of 50% in the earlier year and of 60% in the more recent year, and included over sampling of students in smaller faculties in each year. The response rates (weighted averages) for each sector and the system overall are provided in the table below:

Year	Colleges	Technical Institutes	Universities	Private University Colleges	System Total
1998/99	69%	73%	51%	83%	63%
2000/01	73%	73%	55%	78%	65%

The survey instrument is in the *Key Performance Indicators Reporting Manual for Alberta's Post-Secondary Institutions* (October 2001), pp.37-41, available online at www.aecd.gov.ab.ca/software/. The question is the same each year. Appendix A of the manual provides the guidelines for conducting the satisfaction survey. The most recent data were collected by the publicly funded post-secondary institutions in spring of 2000 and submitted in 2000/01 to the Ministry's Key Performance Indicators Reporting System (KPIRS). Results reported are the combined percentages of respondents who were "fully satisfied" or "somewhat satisfied." "No Responses" were excluded. For the 2000/01 graduating student satisfaction survey, all institutions used a five-point scale (fully satisfied, somewhat satisfied, neutral, somewhat dissatisfied, and very dissatisfied categories). For the 1998/99 survey, a few colleges had not made the transition from the three-point to the five-point scale. In order to have some comparability among the colleges and technical institutes, the responses to "somewhat satisfied" for those using the three-point scale were apportioned among the "somewhat satisfied" and "neutral" categories in the five-point scale in the same ratio as the distribution of responses to these categories among the institutions using the five-point scale. Results do not include apprenticeship graduates. These graduates are surveyed separately, and apprentice graduate satisfaction results are reported on page 12.

Average Financial Assistance Award

Data are from the Students Finance System, Learner Funding Branch. The average post-secondary student assistance award is the annual average combined federal and provincial financial assistance (including both loans and non-repayable grants and bursaries) provided to academically qualified adult learners so that they can pursue a post-secondary education when financial need has been identified. It is calculated by dividing the total student financial assistance amount by the total number of students receiving assistance and commencing studies between April 1 and March 31 each year. The calculation does not include loan remission for eligible students.

Provincial Achievement Tests

Students in grades 3, 6 and 9 write provincial achievement tests annually in language arts and mathematics while grade 6 and 9 students also write tests in science and social studies. The achievement test results for grades 3, 6 and 9 provide information on how well students are meeting provincial standards in the core academic subjects. Tests are developed and administered by educators and are based on expectations in the provincial curriculum. Results are reported in relation to the acceptable standard and the standard of excellence. A student achieving the acceptable standard in a specific grade shows an adequate understanding of the core knowledge and adequate basic skills essential to that course. A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course – an ability to integrate information and evaluate it from various points of view. For each achievement test, the cut scores for the acceptable standard and the standard of excellence are set initially by a standard setting committee of about 20 teachers using the Modified Angoff Standard Setting Procedure. This procedure uses teachers' judgment to determine how many items a student must answer correctly to achieve each standard. In subsequent years, the cut scores for each test are adjusted through test equating. This ensures that the standards remain constant even if test difficulty varies slightly from year to year. Whenever curriculum is revised, the standard setting process is done again.

Results on provincial achievement tests are calculated and presented in two ways:

- on the basis of student writing the achievement tests in grades 3, 6 and 9 who achieved the standards, and
- on the basis of total enrolment in each grade who demonstrated the standards.

Not all students write the provincial achievement tests. Achievement test results are not available for students who were absent, who were excused from writing by the superintendent (because participation would be harmful to the student, or the student could not respond to the test instrument), who wrote but whose results were withheld, or who wrote only one part of a language arts test. It is possible that some of these students, under different circumstances, could have demonstrated achievement of standards on the test. Participation rates are calculated by dividing the number of students who wrote the test by the sum of total enrolment in grade plus the ungraded students who are in the corresponding year of schooling.

Provincial combined results present the un-weighted averages based on percentages achieving standards as the populations are relatively stable from year to year and grade to grade. Test results and participation are recorded and aggregated in Ministry systems. Provincial, school authority and school results are available on Alberta Learning's website at: http://www.learning.gov.ab.ca/k_12/testing/default.asp.

Diploma Examinations

Examinations are administered in all diploma exam courses in January, June and August each year. Exams are administered in three courses in both November and April, for a total of six courses. Results on diploma examinations show how well students are meeting provincial expectations as outlined in the Programs of Study. Exam items are developed and cut scores established by committees of teachers. The exam design is vetted through committees of stakeholders, and by a standard-setting committee of teachers.

Results are reported in relation to the acceptable standard and the standard of excellence. A student achieving the acceptable standard demonstrates that s/he has met the basic requirements of the course. A mark of 50 per cent on the examination represents the acceptable standard in a diploma examination course. A mark of 80 per cent on the examination represents the standard of excellence and indicates that the student has demonstrated performance significantly beyond the minimum requirements of the course.

For results reported, the diploma exam mark is worth 50 per cent of the final mark in a course, the school-awarded mark contributes the other 50 per cent, and the course enrolment is representative of the group of students who typically take the course. When a new exam is phased in, the exam mark only counts 20% and results for those courses are not included in this report. As Mathematics 30 and Mathematics 33 are being phased out, the groups of students taking these courses are limited and uncharacteristic (not representative). Results for these courses are not reported.

The table "Percentages of Grade 12 Students Completing Grade 12 Diploma Examination Courses" shows the percentage of grade 12 students who received a final mark in each diploma examination course for the last five years. The proportion of grade 12 students completing diploma examination courses varies from year to year and from school to school depending on course enrolments and student success in achieving course requirements.

Diploma examination results and participation in diploma exam courses are recorded and aggregated in ministry systems. The provincial reports (*The Diploma Examination Multiyear Reports 1998-2002)* are available online at: http://www.learning.gov.ab.ca/k_12/testing/multipublic/dip/. These multi-year reports contain five years' of data extracted each year from live systems, which are updated regularly. Prior years' results in the 1998-2002 multi-year report differ slightly from those published in this and previous Alberta Learning Annual Reports.

High School Completion Rate

The high school completion rate reports the percentages of Alberta students who, within three and five years of entering grade 10:

- received a high school diploma, equivalency diploma (GED) or Integrated Occupational Program (IOP) certificate, or
- entered an Alberta post-secondary institution or an apprenticeship program, or
- earned credits in five grade 12 courses, including one language arts diploma exam course and three other diploma exam courses.

The tracking of grade 10 students excludes some groups of students, such as a few categories of severe special needs and students whose education is not the responsibility of the provincial government. Data for this measure are from Alberta Learning systems, adjusted for attrition using data from Statistics Canada's *Annual Demographic Statistics, 2001* (CD-ROM). A detailed description of the methodology and high school completion rates for Alberta school jurisdictions are available online at http://www.learning.gov.ab.ca/k_12/completion/.

Educational Attainment

The Labour Force Survey is a monthly Canada-wide survey of a representative sample of households. Data are collected about all members of the household who are 15 years of age or older. Excluded from

the Labour Force Survey are persons living on Indian reserves, inmates of prisons and members of the military. These groups represent about 2% of the population age 15+. The high school and post-secondary completion rates for 25-34 year-olds are presented as they represent recent outputs of Alberta's learning system. The Canadian sample size for the monthly Labour Force Survey was about 54,000 households over the reporting period. Alberta's sample size corresponds to its share of the Canadian population. In 2001, the number of Alberta households surveyed averaged 4,130 per month, gathering information on about 8,200 individuals per month. The educational attainment rates presented are annual aggregates for the calendar year. The coefficient of variation, or CV (the standard error as a percentage of the reported result), is 2.2 for the Alberta data and 1.1 for the Canadian total. Additional information on the Labour Force Survey methodology and interpreting CVs is available on pages 16-22 of *Guide to the Labour Force Survey*, Catalogue no. 71-543-GIE (Revised, February 2002), available on-line from Statistics Canada (www.statscan.ca). Interprovincial rankings are published in the Government of Alberta's Annual Reports, available online at www.gov.ab.ca/home/publications/.

Participation in Early Childhood Services (ECS) Programs

The participation rate in ECS programs is the percentage of all Alberta grade 1 students in the current school year who had an Alberta ECS registration in any prior school year. The calculation is adjusted to account for grade 1 students who entered Alberta from another province or country in the previous year, and thus would not have attended ECS in Alberta. In-migration data include the estimated number of immigrants and of inter-provincial in-migrants aged 5 as of July 1st of the calendar year. The grade 1 and ECS registration data are from the Corporate Data Warehouse maintained by Information Services, Alberta Learning. The in-migration data are from Statistics Canada, *Annual Demographic Statistics, 2001* (CD-ROM).

Employment Rate of Post-Secondary Graduates

The employment rate calculation used by Alberta Learning is the percentage of post-secondary graduates in the labour force who are employed. In prior years the employment status of post-secondary graduates was reported, i.e. the percentages of graduates employed, unemployed, and not in the labour force. Every second year, graduates who have completed post-secondary parchment, preparatory and basic upgrading programs in the publicly funded post-secondary institutions are surveyed. Most institutions used a census survey method, which attempts to obtain responses from all graduating students. The University of Alberta and the University of Calgary surveys used a quota sampling method which targeted achieving a response rate of 50% in the earlier year and of 60% in the more recent year, and included over sampling of students in smaller faculties in each year. The response rates (weighted averages) for each sector and the system overall are provided in the table below:

Year	Colleges	Technical Institutes	Universities	Private University Colleges	System Total
1997/98	72%	85%	51%	37%	64%
1999/2000	57%	75%	59%	56%	62%

The survey instrument contained the same questions as in the *Key Performance Indicators Reporting Manual for Alberta Post-secondary Institutions*, (June, 2002), pp 26-31, available online at: www.aecd.gov.ab.ca/software/. Appendix A of the manual provides the guidelines for conducting institution employment surveys. The most recent data were collected by the publicly funded

post-secondary institutions in 1999/2000 and submitted in 2000/01 where it is maintained in the Ministry's Key Performance Indicators Reporting System (KPIRS). For universities and private university colleges, the survey is conducted two years after graduation. For colleges and technical institutes, surveys are conducted 6-9 months after graduation. Response categories on the colleges and technical institutes surveys for the earlier year of results used a three-point scale: "very related", "somewhat related" and "not at all related". For the most recent year of results, most of those institutions had implemented a five-point scale ranging from "very related" to "not at all related". The universities and university colleges survey used a four-point scale with specific responses of "very related", "somewhat related", "not very related" and "not at all related". For all scales, the percentages reported for employed in related work include all responses except "not at all related".

Results do not include apprenticeship graduates. These graduates are surveyed separately, with employment rates of apprenticeship graduates available online at www.tradesecrets.org/forms_publications/board_annual_report/pdf/board_ann_rep01-02.pdf.

Spending on Ministry Functions

Spending on ministry functions is comprised of Ministry Support Services and Program Delivery Support, excluding Field Services. The sum of Ministry Support Services and Program Delivery Support is divided by the sum of Total Ministry Expense and Property Tax support to opted-out school boards, less Teachers' Pension Valuation Adjustments. Data are from the Ministry Audited Financial Statements and IMAGIS, a government-wide finance and human resources system maintained by the Alberta Corporate Service Centre.